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**REFUGEE COLLEGE STUDENTS ACQUIRING ACADEMIC LITERACY: AN
EXPLORATION OF HOW THEIR VIEWS OF ACADEMIC LITERACY IMPACT
THE PROCESS**

by

AMAL H. ESSAK

DISSERTATION

Submitted to the Graduate School

of Wayne State University,

Detroit, Michigan

in partial fulfillment of the requirements

for the degree of

DOCTOR OF PHILOSOPHY

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MAJOR: CURRICULUM AND INSTRUCTION

Approved by:

Advisor

Date

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DEDICATION

To my dear parents, for teaching me the great value of education and for always encouraging me to dream bigger and to reach higher.

To my younger sister and my only sibling for all the great memories we share.

To my loving husband, my precious daughter and my beloved son for their unfailing support throughout this journey and in everything I do.

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CHAPTER I: INTRODUCTION

Background

Over the past several years, there has been a mounting trend of immigrant students joining the population of traditional college students in the U.S. universities. These immigrant college students are coming either as refugees who were forced to leave their nation or as those who voluntarily left their native country seeking a better place. Recently, the U.S. refugee program has become wider and more diverse, as far as the number and the nationalities of the refugees admitted to the United States (Terraza, 2009). Most of these immigrants and refugee students have completed some or most of their secondary education in their native country. With English being the universal language, one may easily assume that these learners are rather proficient in English; however, this is not necessarily true. Traditional English as Second Language (ESL) students who enter U.S. schools at late elementary and early secondary level usually have strong first language (L1) literacy that can help them gain literacy in English as their second language (L2). Older immigrant students who join the U.S. schools at late secondary to post-secondary level are generally caught between languages and literacies, resulting in a fractured type of education (Reid, 1997).

The immigrants and refugee students admitted at the U.S. secondary schools and universities come from different backgrounds where literacy is viewed and defined differently. They have to face great challenges both

linguistically and academically because of being placed in a new environment where everything is different from what they are used to. Additionally, most of them have to assume full and adult-like responsibility to help their families and relatives adjust to the new life (Igoa, 1995, Suarez-Orozco, Suarez-Orozco, & Todorova, 2008). For such students, traditional college education poses numerous problems. They have special linguistic and academic needs that need to be recognized to allow them to bridge the gap between the two environments. In this study, I focus on such learners and follow their academic journey as they construct new understanding of what literacy means to them in the new context.

Various Views of Literacy

Ogbu (1990), defined literacy as “the ability to read and write and compute in the form taught and expected in formal education” (Ogbu, 1990, as cited in Street & Street, 1995, p. 107). This definition of literacy was sustained for quite a while across the curriculum in school systems until Street and Street (1995) argued that there are other varieties of literacies that students experience and practice outside of school. These literacies, they claimed, are tied to the students’ cultures and affect their academic performance. Students in many agricultural countries for example, are not likely to come across the same kinds of texts and documents with which students in industrial societies may be familiar. Gail Weinstein-Shr (1993) studied the literacy practices among the Hmong refugee community in Philadelphia as an example. She mentioned that “Hmong refugees are often portrayed in the American media as helpless peasants who have been

thrust empty-handed into the brutal realities of civilization. In fact, if Hmong refugees had not been resourceful they would have not been here” (p.272). She gave them credit for adjusting to extreme changes and for the wealth of resources they brought to their new society.

Doronila (1996) investigated literacy practices in the Philippines as a typical case. Her ethnography provided evidence that in some communities, literacy practices are found to be only related to religious services, community-building, people empowerment, and other “political” activities. Therefore, it is highly probable that individuals are more proficient at processing information in these task domains but not in the task domains related to a school setting.

Recently, researchers have moved away from the traditional skills-based model of literacy, towards the consideration of the different literacies practices in the society. Referring to the four pillars of education characterized in the *Delors Report* (Delors 1996), the new definition of literacy has moved beyond the commonly-known one. The commonly-known definition implies that acquiring literacy involves “learning to know” while the new definition implies that literacy acquisition also involves “learning to do”, “learning to live with others” and “learning to be” as well.

Lea and Street’s (2000) Academic Literacy Model addresses the issue of student writing in higher education. This model views academic literacy as social practice within a variety of contexts where multiple literacies are presented as a variety of communicative practices. According to this model, all definitions and

characteristics of literacy play an important role in the students' academic achievement. The students' academic socialization along with their discovery of their identities and positions in the social institutions help shape their academic performance and literacy practices. The Academic Literacy Model focuses on the process of acquiring academic literacy by shedding light on how students develop new academic literacy practices to effectively participate in an academic environment. In this study, I explored this model further as it applies to refugee and involuntary immigrant population.

Traditional notions of academic literacy (Bartholomae, 1985) focused on rules, conventions, and ways of knowing required for success, rather than on how students negotiate and make sense of academic learning as they become effective members of academic discourse communities. Unlike these traditional notions of academic literacy, this study took its origin from Ogbu's refugee-related Voluntary and Involuntary Minorities Theory (1974) and Lea and Street's Academic Literacy Model (2000). Ogbu studied whether being a voluntary or an involuntary immigrant can affect the adjustment in the new society along with the academic performance. Lea and Street's Academic Literacy Model views academic literacy as a practice and presents institutions with a variety of communicative practices. This model sheds light on how students develop new academic literacy practices, which help instructors understand the socialization experiences students go through to effectively participate in academic communities. One of the main reasons the Academic Literacy Model was chosen

as a backbone for the theoretical framework of this study is that it offers an understanding of the nonlinear and the unpredictable process of acquiring academic literacy as well as helps us to better see what the participants' notions of academic literacy were and how they might differ from the dominant culture's definition of literacy.

Immigrant Students and Literacy

Little research addresses the academic needs of refugee students at the college level. Black (2001) reviewed progression in the field of refugees' studies over a period of fifty years to link its institutional development and critical academic reflection to policymaking. He found that over the period of fifty years there was a rapid development of centers and programs serving the social and financial needs of this minority group. Therein, school-aged immigrants were encouraged to settle in the scholarly realm. However, immigrants at the post-secondary level had a tendency to seek employment and financial stability, as opposed to continuing their education in post-secondary institutions. This lack of immigrant students at the college level results in a parallel lack of research addressing the college education of refugees that arrive in the host nation at the post-secondary level.

Both Schwartz (2004) and Vasquez (2007) studied first generation immigrant students at the college level. Schwartz's study was done in a college composition class and Vasquez's was in a college IEP (Intensive English

Program) class. Both researchers were investigating patterns of classroom interaction of immigrant college students. They found their research participants to be orally interacting at an average level while producing poor to average written work. They lacked interest in the subject matter and struggled to finish the course. Their findings were somewhat similar and interesting, as they concluded that refugee college students tend to drop out of their classes (Vasquez, p. 347). These students “are not just struggling for command over the English language, but they are also learning how to balance school, work and home” (Schwartz, p. 52).

Refugee Theories and Academic Performance

John Uzo Ogbu (1939-2003), was an anthropologist and a professor whose studies focused on minority groups, immigrants, and refugees and their school performance. He identified two groups of immigrants: voluntary immigrants who make the choice to relocate and involuntary immigrants or refugees who are forced to move against their own will (Ogbu and Simons 1988). Ogbu’s “cultural-ecological” theory (1981) talks about how minorities “see their world and behave in it” (p.158). It states that the way minority groups are accepted and treated in a society can affect their school performance. Furthermore, their attitude toward learning and achieving is influenced by whether or not it was their choice to leave their homeland or if the choice was made for them.

In his “Exile and Resettlement: Refugee Theory”, Kunz (1981) argues that when it comes to resettlement “many of the refugees’ problems could be tracked back to their emotional links with and dependence on their past, the refugees’ marginality within or identification with their former home country” (p.43). Kunz identified three groups of refugees: first, the majority-identified refugees, who identify themselves enthusiastically with the nation. Second, the events-alienated refugees, who are marginalized and unwanted in their homeland. And third, the self-alienated refugees, who might retain some attachment to their homeland. Each of these groups’ emotional links with their homeland affects their educational performance and school achievement, according to Kunz. In this study I will further explore the link between the emotional attachment of the research participants and the effect it may have on any occurring academic problems.

Statement of the Problem

The increased diversity among college students on university campuses, especially from immigrants, involuntary immigrants, and refugees presents instructors with the dilemma of how to place and instruct this student population. This diverse population of college students needs to be recognized as a distinct group of students with distinct needs to be met. A commitment to help these students succeed and integrate their global perspectives into our academic systems is needed across the curriculums of our academic institutions. In her case study of college immigrant students, Johns (1992) pointed out how college

years represent major literacy transformations in their academic life. She noted how immigrant students come across different types of academic literacies they may not have experienced in their U.S. or foreign school years.

During the first two years of college most college students take required general education courses to fulfill the universities' graduation requirements. Consequently, it is during these first few college semesters that students' academic literacy difficulties become more apparent and receive their greatest attention because of the formal shift in their study habits. The academic literacies research that has been associated with second language learners at the university levels has its main focus on traditional ESL learners. Little research has focused on the academic literacies difficulties and practices that immigrants, involuntary immigrants, or refugee college students face across various disciplines during their first years of university life.

Purpose of the Study

The purpose of this study is to first, examine the difference between the academic literacy definition and views of the involuntary immigrant college students and the academic literacy definition and views of the hosting country. Second, is to examine how these students acquire academic literacy in a college course in relation to their own definition of literacy. In doing so, this study extended the existing research on academic literacies for refugees and involuntary immigrants in the hope of developing programs and student services that would be beneficial for this population of college students.

Research Questions and Hypotheses

The following research questions were developed to fulfill the previously stated objective:

- a. What is the definition of academic literacy according to forced immigrants and refugee college students in relation to their cultural and educational background?
- b. How do forced immigrants and refugee college students' definition and views of academic literacy change over the course of an academic semester?
- c. What new academic literacy practices do forced immigrants and refugee college students develop over the course of an academic semester?

Significance of the Study

Little research addresses the academic needs of involuntary immigrants and refugee students at the college level. Therefore, this study focused the attention on this growing college population. The 2000 U.S. Census found that the population of foreign-born nationals is 28.4 million, and this represents over 10% of the country's population (United States Department of Commerce, 2001, p.2). These numbers justify the attention to this population and their needs in general and at the higher education level in particular. Understanding these students' background and culture and how they understand literacy is essential for providing more successful educational experience to them. This study is significant because it helped give dignity and voice to this minority group of

students. Moreover, this study is significant because it provided understanding of how involuntary immigrants and refugee learners develop new academic literacies practices as they go through the academic socialization process, rather than focusing just on what they should know in order to become successful educated members of the new community. This study was intended to focus on the process of their learning and not just on the outcome.

Limitations

This case study research included purposively selected participants from an all-immigrant population where I volunteer to serve my community. Also, the study focused on only four individuals who were all from the same cultural background. They were all speakers of English who did not need additional English classes. These participants may be told not to or may be hesitant to share their difficulties and concerns, partially because some cultures discourage speaking about family affairs outside of the family. Both, Fishman's (1991) study of literacy experiences among Amish refugees and Weinstein-Shr's (1993) study of literacy experiences among Hmong refugees in Philadelphia were good examples of two different cultures that do not believe in sharing family matters with non-family members or in documenting any of them for outsider use. Although this group was chosen for maximum representation of first year immigrant college students, it is a limited size sample and care should be taken in generalizing the study's results to a bigger population of immigrants. Further, their academic socialization journey was documented for only one semester.

Future studies should be conducted so that a longer academic period may be documented.

Organization of the Study

This study employed a case study methodology and used multiple data resources to establish reliability and validity of data (Yin, 2009). Data collection occurred over one academic semester, approximately 16 weeks in length, in the belief that a prolonged engagement with the case study participants would increase the reliability and validity of the data collected (Stake, 2000). Data sources included field notes, participant interviews, researcher's reflective journal, and course artifacts. Data for the study was analyzed for emergent themes and/or patterns related to the purpose of the study.

The first chapter presents the background of the study, statement of the problem, purpose of the study, research questions and hypotheses, significance of the study, limitations, and organization of the study. Review of the related literature included in the second chapter presents research on immigration and refugee theories along with other theories and research related to academic literacies. The methodology used to collect and analyze the data is presented in the third chapter. A display of the data collection findings is presented in the fourth chapter. Lastly, discussion of the study findings, conclusions, and suggestions for future research are obtainable in the fifth chapter.

Definition of Terms

Refugees: People who fled their homeland seeking asylum in a foreign country.

Involuntary immigrants: People who were forced to move and relocate against their own will.

[Considering the terminology used in relevant literature, and for the purposes of this dissertation, the terms *refugees* and *involuntary immigrants* will be used interchangeably.]

Academic literacy: Traditionally known as the ability to read, write, and compute in an expected formal education setting.

Academic literacy practices: Academic literacy (as previously defined) purposefully practiced and embedded in social goals and cultural practices. These practices change and new ones are frequently acquired through processes of informal learning and sense making.

Cultural background: “The context of one’s life experience as shaped by membership in a social group and a geographical area based on race, ethnicity, socioeconomic status, language, religion, sexual orientation.” (Retrieved from NCATE Glossary)

Educational background: One’s history of all received education.

Host country: A nation that permits individuals, government representatives, or agencies from another nation to operate, under specific conditions, within its boundaries.

CHAPTER II: LITERATURE REVIEW

Introduction

Despite the existence of research in U.S. schools and universities with regard to second language acquisition, there has been a renewed interest in this topic in recent years with the incessant arrival of immigrants and refugees. Refugees, immigrants, and asylum seekers from different parts of the world continue to come to the United States. As the nation's population of these diverse groups increases, researchers in the education field are continuously challenged to revisit the status of academic performance of these newcomers.

In my attempt to portray the status of research on refugees and involuntary immigrants among college students and their academic achievement, I created four categories to organize my review of literature. First, I looked into the literature linked to refugee and involuntary immigrants' theories and the related issues of relocation, resettlement, and academic performance in the hosting country; second, I searched the literature for theories related to second language acquisition at the academic level; third, I presented some views of academic literacy; fourth, I examined research that has applied these concepts.

Refugee Theories and Academic Performance

Ogbu's Voluntary and Involuntary Minorities Theory

John Ogbu (1981) studied the effect of immigration and resettlement on receiving equal educational opportunities and on school performance. His studies

were mainly concerned with minority groups such as immigrants, and refugees. He identified two groups of immigrants: voluntary immigrants who make the choice to relocate and involuntary immigrants who are forced to move against their own will (Ogbu and Simons 1988). Ogbu developed his “cultural-ecological” theory (1981), as he called it. It talks about how minorities perform in schools according to how they see themselves fit in the new society (p.158). It states that the academic achievement of minority groups is greatly affected by the way they are accepted and treated in a society. Furthermore, their attitude toward learning and achieving is influenced by whether or not their immigration was voluntary or involuntary. Ogbu’s research also pointed to the variations in school performance among the diversity of minority groups (p. 164). He suggested that the differences appear as a result of what “Community Forces” are operative in the disparate groups.

Ogbu defines “Voluntary Immigrants” as groups of people who move to U.S. to improve their lives willingly. They are more likely not to experience long-term language, cultural, economic, and educational dilemmas. They don’t perceive their presence to have been motivated by white America, the hosting society. Ogbu found that the education of subsequent generations of minorities who are American-born continue to be influenced by the community forces of their forebears, those who immigrated to take advantage of education and its rewards that may or may not be offered in their home countries. These groups of immigrants, in Ogbu’s study, included immigrants from Africa, Cuba, China,

India, Japan, Korea, Central and South Americas, Caribbean countries, and Mexico.

Conversely, Ogbu's definition of "Involuntary Immigrants" includes groups who've been conquered, colonized, or enslaved and moved to U.S. against their will (p. 165). They are more likely to experience school performance issues. They perceive their presence to be due to some external force. They tend to be "less economically successful than voluntary minorities" (p.166). These groups of involuntary immigrants, in Ogbu's study, included American Indians, Alaska Natives, Mexican-Americans, Native Hawaiians, Puerto Ricans, and black Americans. They usually lack the "back home" experience that voluntary immigrants have and they tend to perceive "discrimination" because of their parents' experiences.

Ogbu asserts that his classification system is not based on race; however, his comparative study excludes white (European) ethnic immigrants. His focus of analysis is rooted in variability of "the dominant patterns of belief and behavior within a variety of minority groups.... Some beliefs and behavior apply to enough members of a minority group or a type of minority group to form a visible pattern." (p.168) He has found that similar treatment among various minority groups results in a variety of responses and interpretations. His research proposed that different cultural models of American society are differentiated by the beliefs and behaviors evidenced among minority groups in both voluntary and involuntary samplings. Ogbu's theory highlights differences in school performance between

voluntary and involuntary immigrants, yet offers no pedagogies for application in classrooms among minorities. However, he offered some suggestions such as: a) treat each student as an individual; b) establish trust; c) develop culturally responsive instruction; d) guide writing and discussion projects in order to achieve success; e) encourage students to value school success while retaining cultural identity.

Kunz's Exile and Resettlement Refugee Theory

Kunz (1981) argued that when it comes to resettlement “many of the refugees’ problems could be tracked back to their emotional links with and dependence on their past, the refugees’ marginality within or identification with their former home country” (p.43). Kunz identified three groups of refugees: a) the majority-identified refugees, who identify themselves enthusiastically with the nation; b) the events-alienated refugees, who are marginalized and unwanted in their homeland; c) the self-alienated refugees, who might retain some attachment to their homeland. Each of these groups’ emotional links with their homeland affects their educational performance and school achievement, according to Kunz.

Second Language Acquisition and Academic Proficiency

The complex nature of second language literacy has recently become an area of special concern to applied linguists and second language acquisition researchers. The process of second language literacy development is a highly

involved one. Studies of reading-writing relationships between the first and second languages suggested that the second language literacy acquisition may result in varying outcomes depending on the nature of the first language literacy and on the extent to which it has been mastered. Perhaps one of the most controversial issues in second language acquisition is biliteracy, which is the ability to use and comprehend written print in two languages. Stephen Krashen and James Cummins both addressed the importance of second language acquisition for reaching literacy level in the target language. First, I summarize Krashen's *Monitor Theory* and the different ways it can be used to help learners acquire literacy in the second language. Next, a brief review of Cummin's model for second language acquisition is discussed along with a brief display of its application.

Krashen's Monitor Theory

Although Stephen Krashen's *Monitor Theory* is relatively old (it was devised in the late 1970s and early 1980s), it still has a great impact on educators and researchers in the language field. The *Monitor Theory* is related to Chomsky's theory of language, which states that humans naturally have a specific faculty for language acquisition or an innate ability to learn and process languages, a feature that distinguishes them from animals. Five principle hypotheses comprise the *Monitor Theory*, and according to Krashen, they include: The *Acquisition-Learning Hypothesis*, the *Monitor Hypothesis*, the

Natural Order Hypothesis, the *Comprehensible Input Hypothesis*, and the *Affective Filter Hypothesis*.

The *Acquisition-Learning Hypothesis* differentiates between acquisition and learning. Acquisition takes place naturally when learners engage in normal interactions in the second language. Learners often cannot articulate specific language rules; rather, they use what feels right to them. Acquisition can take place unintentionally and unconsciously. Learning, on the other hand, entails gaining explicit knowledge about a language and its rules. When second language is the object of instruction, knowledge is gained intentionally.

One aspect of the *Acquisition-Learning Hypothesis* that Krashen emphasized was the non-interface hypothesis, which states that the learned knowledge and the acquired knowledge are independent of one another. They do not interact in any way. Knowledge that is learned is not available for spontaneous usage as the knowledge acquired (Krashen 1995). When grammar is acquired, second language learners are incapable of verbalizing the learned rules. This explains why knowledge that is learned cannot be acquired and vice versa.

The *Monitor Hypothesis* addresses the language learners' ability to edit their utterances. An internal "monitor" faculty is used to do this. Learners use learned knowledge to edit speech during production. This monitor faculty works when a learner has sufficient time and has a need to pay attention to accuracy.

While the monitor is a necessary tool that can aid the learner towards accurate speech, at times it can be a burden and a cause for hindrance. If a learner relies too heavily upon the monitor faculty, speech will be slow and laborious. It is imperative that the monitor be used at a rate in which speech is fluent but relatively error-free.

Krashen's *Natural Order Hypothesis* posits that language is acquired in a predictable sequence. It is the innate language acquisition device (LAD) that allows for this to occur naturally. The order of language acquisition has nothing to do with the order of the language instruction received.

The fourth component of Krashen's theory, the *Comprehensible Input Hypothesis* simply states that input must be comprehensible in order for it to be acquired. Comprehensible input is defined as speech that is understandable to the learner. Krashen uses the $[i+1]$ formula to represent comprehensible input. In this equation, "i" signifies the learner's current level of proficiency and "1" represents one level above the learner's current proficiency level. According to Krashen, ideally learners should receive input that is one level above their current level of proficiency. If input is higher than one level above the learner's current proficiency, the learner can still process some of it, but he or she will merely disregard the input that is incomprehensible.

The final hypothesis of Krashen's *Monitor Theory* is the *Affective Filter Hypothesis*, which notes that the learners' attitudes and feelings toward learning

have a great influence on their second language acquisition. Each learner has an intuitive affective filter. When the learner has a positive attitude or feeling towards the learned language, the affective filter is said to be low. When the learner has a negative attitude or feeling towards this language, the affective filter is raised higher. A high affective filter causes the learner to be very conscientious about any mistake made in the process of language production which causes a great barrier to second language learning.

In order to create an optimal environment for second language acquisition to take place, educators are advised to use all five hypotheses of the Krashen's *Monitor Theory* in their classrooms. It is preferable that they be aware of all five components of Krashen's theory and of the significant difference between acquisition and learning. Because of the fact that acquisition results in a higher fluency level and a more authentic, meaningful understanding of the second language, educators must strive to create a natural environment that mimics the natural setting in which acquisition occurs. An understanding of the monitor faculty function is also imperative. Teachers should recognize that students need ample time and learned knowledge in order to make use of their monitor's innate sense. They must realize that error-free speech production is unlikely in situations where the student does not have ample time to apply their monitors.

An understanding of the *Natural Order Hypothesis* and the way it is processed by the learner is important to teachers for two reasons: First, teachers can use knowledge of this hypothesis to design or modify curriculum so that

classroom instruction reflects the natural order in which language is acquired. When this is not possible (due to district or curriculum requirements) teachers must realize that, although they are teaching a given structure, this structure may be out of sequence in the natural order. Thus, it would not be possible for the student to acquire that structure.

Educators of any second language should constantly be aware of the input they supply their students with. Because of the fact that the input must be comprehensible in order for acquisition to take place (Krashen 1998), teachers must be cognizant of their students' proficiency levels and modify their own speech and language instruction to ensure comprehensibility. Another way for teachers to aid second language learning is by providing an environment in which the students feel safe and comfortable. The classroom atmosphere should be designed to keep the students' affective filters low. If the students feel tense or have negative attitudes towards their language learning, it will be virtually impossible for them to acquire anything.

Cummins' Model of Second Language Acquisition

James Cummins (1996) believed that there are three processes that influence second language acquisition. These processes are: the different cognitive and contextual demands on language competence, the development of communicative competence in the target language and the correlations between the first and the second language.

According to Cummins, academic tasks can be described in relation to how difficult they are cognitively. A task is said to be cognitively undemanding if it requires students to process small amounts of information using little cognitive engagement. An example of a cognitively undemanding task would be reading a big book as a class in an elementary ESL class. A cognitively demanding task is one in which the students must assimilate and process complex information. These tasks require considerable cognitive development. An example of a cognitively demanding task would be for a student in a high school ESL course to write an essay discussing the theme of love in Romeo and Juliet.

Just as academic tasks can be described in terms of their cognitive demands, they can also be described in relation to the amount of context that is available to the learner completing the task. Context-embedded tasks are those which offer sufficient context (such as body language, visual cues, or prior knowledge) for the learner to construct meaning with relative ease. A reading passage would be context-embedded if it offered pictures depicting the action, if the instructor pantomimed the actions of the passage, or if the students role-played the action. Context-reduced tasks are tasks which offer few clues to aid in meaning construction. A context reduced task might be reading a lengthy chapter in a typical college textbook.

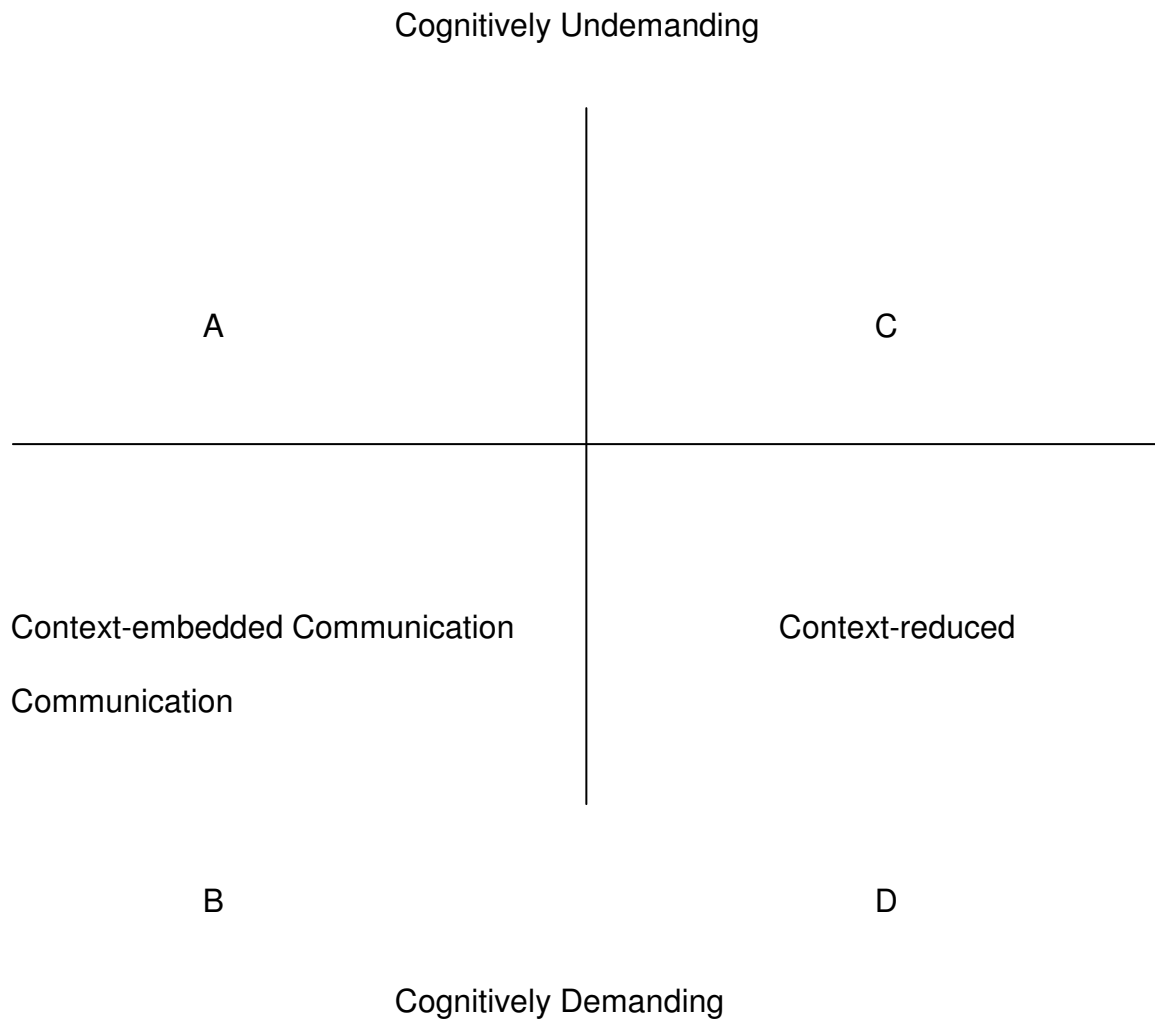


Figure 2:1 - Context–embedded task difficulty – by Cummins

To facilitate the discussion of the different cognitive and contextual demands on language competence, Cummins proposed a framework created by two intersecting lines (see Fig. 2:1). The y-axis referred to the cognitive demands of the task and the x-axis referred to the nature of the context of the task. Each axis represented a continuum of the cognitive demands and the nature of the context. Cummins noted that as learners gain more and more

proficiency in the second language, they move along the right direction to acquire literacy in that language. Tasks that were once cognitively demanding to them become less demanding and assignments that once needed large amounts of context to complete become comprehensible with less context.

While cognitive and contextual demands are important factors in second language acquisition, Cummins (1996) also stressed on the importance of communicative competence in the target language. Cummins divided language competence into two separate categories: basic interpersonal communicative skills (BICS) and cognitive academic language proficiency (CALP). The BICS are comprised of the conversational language that is used every day to interact with one's peers. Once learners acquire BICS, they are able to communicate interactively in context embedded familiar situations. Learners who have acquired BICS appear to be fluent speakers of the second language. However, typically, it takes them between one to three years to acquire BICS and feel comfortable communicating with others in daily familiar situations.

Although BICS are acquired relatively quickly, it takes learners much longer to learn the academic language, or CALP. An example to help monolingual English speakers understand the concept of CALP from a bilingual perspective would be to give monolingual English speakers a computer programming textbook to read and then explain its contents. While the English speakers would be able to read the words in the textbook with relative ease, they would find it very difficult to explain the content of the text (unless they had

computer programming training). In order to learn CALP, learners must have the capacity to understand and produce abstract context reduced language. This is hard to achieve before learners have reached an advanced level of language development. Cummins offered two different time frames in order for CALP to occur. When a learner is schooled only in the second language, it takes between five to ten years for the CALP to develop and longer if the learner has no first language literacy base. For others who are schooled in both first and second language, through fifth or sixth grade, the CALP can develop in four to seven years. Cummins was very clear in his argument that CALP instruction in the native language accelerates learners' second language acquisition.

In addition to the importance of both cognition and context as well as the importance of communicative competence, Cummins also discussed the correlation between the first and the second language and the effect this correlation has on second language acquisition. Cummins favored the idea of common underlying proficiency (CUP), which explains that there is a strong correlation between the first and the second language learned. According to Cummins' CUP, most reading and writing skills learned in the native language will eventually transfer to the second language and they do not need to be redeveloped. Although literacy in each of the first and second languages may seem separate on the surface, they are interdependent at the level of cognitive functions. Cummins (1991) used an iceberg metaphor to illustrate this idea, with the relatively few surface features of the different languages visible above the

“water” and the much larger cognitive features hidden below the “water.” Once a learner has a satisfying proficiency level in the second language, he or she is able to access the previously learned materials from the first language and apply them to the second one. This transfer of knowledge applies to reading, writing, math, and science.

In order for learners to attain high levels of proficiency in both their native language and the second language, Cummins strongly recommended curriculums that promote bilingualism. These programs use both the first and the second languages for academic instruction. They foster high academic achievement among participating learners and communicate the value of their cultural and linguistic identity. Bilingual programs support many aspects of Cummins’ model for second language acquisition, including aiding in the development of CALP and the transfer of cognitive language features through the CUP.

Teachers in a bilingual classroom should present grade-appropriate content material in the learners’ first language as a way of accelerating the acquisition of the second one and ensuring that learners do not fall behind their monolingual peers while developing the necessary CALP. They must also promote literacy, including both reading and writing in the learners’ native language, as the skills of reading and writing ability will eventually transfer to the second language. While teachers are helping the learners to develop their first language, they must also remember that those learners need the opportunity to

use English in order to negotiate meaning and solve problems, which will help them develop CALP in the second language.

Another way Cummins' method can be applied to promote second language acquisition is to recognize the differences between BICS and CALP and to work specifically on helping learners develop CALP. Often, teachers erroneously assume that once a student has acquired BICS, he or she has reached fluency level in the second language. Cummins cautions educators that, while the learners seem proficient in the every-day-use language, they are still lacking the ability to effectively negotiate the meaning of academic language. According to Cummins (1991), teachers must be prepared to use instructional aides, student interaction activities, role-playing, and other lesson modification in order to ensure that tasks are context embedded. Additionally, teachers should create student groupings that involve individuals of different language backgrounds so that students have to use their second language for problem solving, thus developing their CALP. Finally, educators can also create groups with learners of varying ability levels so that those with more second language proficiency can provide a good linguistic model for the less proficient ones.

Krashen and Cummins have both made important contributions to the field of second language acquisition. Both, the *Monitor Theory* and Cummins' model of reaching acquisition in the target language are especially important to language educators. Teachers who are cognizant of the work of Krashen and Cummins can tremendously enhance their learners' ability to acquire literacy in

the learned language by applying this knowledge to their teaching as well as their every day teaching activities.

Views of Academic Literacy

The original definition of the word literacy is the ability to read and write in a language. This definition can and does certainly change according to many perceptions and views. In a survey conducted for the National Census, literacy was defined as "the ability to respond to practical tasks of daily life." (Heath, 1986, p.15). The National Census asserts that individuals are literate if they have finished six grades of school or more and can "read and write a simple message in any language" According to Heath, "public schools see literacy as an individual accomplishment measured by psychometric scales of reading ability" (p. 15). In a historical perspective, it is possible to identify several views of literacy that are reflected in educational and language teaching methodologies (p. 21).

In the late 19th century, literacy was associated with high culture and was reproduced in the classical method in which foreign languages were studied as a part of an individual's formal education. In the early 20th century, literacy was seen as interpersonal communication, and the emphasis was on the democratic side of the culture. (p.21)

Many changes nowadays affect the ways we learn and use languages. They also challenge our traditional understanding of literacy, which goes well beyond the skills of encoding and decoding texts. The challenges of multicultural forms of communication call for a revised definition of literacy. Literacy redefined must embrace complex interactions among language, cognition, society, and culture. According to Currie and Cray (2004):

Our current understanding of what it means to be literate centers not only on an individual's ability to read and write, but on the ability to understand or produce written texts which are embedded in and appropriate to a particular social context. (p. 111)

They later explained that significant consideration has been given recently to the ways people in a particular social environment acquire literacy just by participating or being part of their own social practices. They claimed to be great advocates of the fact that social situations sometimes force individuals to be literate in order to be able to participate in the social happenings. (p. 112)

The Academic Literacy Model

Lea and Street (2000) presented the Academic Literacy Model which views literacy as a practice that includes cultural and contextual aspects of writing (Lea & Street, 2000). This model focuses on students' identities as writers and how writing should be a tool to express their academic knowledge rather than focusing on how to write "correctly". It views writing as a mean or channel to create a presentation of the students' understanding of the context. In doing so, the Academic Literacy Model allows the students' first language literacy to influence their second language literacy acquisition (Frodesen, 1999). This is in keeping with Krashen's Monitor Theory and Cummins notion of BICS and CALP.

Application of Theories and Models

The Role of Instruction in Developing Literacy

Teaching is one of the main elements that have an effect on developing literacy. Instruction that focuses on text comprehension, phonetic awareness, vocabulary knowledge, reading fluency and clear writing instruction has an equal effect on developing literacy in the second language as it does on the native one.

Bosher and Rowekamp (1998) conducted a study at the University of Minnesota investigating the role of educational background and instruction on the academic success of 57 refugee/immigrant college students. Their three-year research concluded that immigrant college students who completed high school in their native countries were the most successful ones academically in the U. S. among all immigrants. Measured by their Grade Point Average (GPA) and other tests' scores, they referred this success to the more formal language classroom instructions overseas. They stressed that the teaching instruction in language classes overseas and the focus on reading and grammar based activities are the main elements in the students' success. It better prepares students for college than the communicatively oriented language classes in the U. S. that tend to focus on listening and speaking.

A micro-ethnographic study of two adult learners of English was conducted by Hellermann (2006). The study concluded that the two learners were able to develop an interactive competence through vocabulary knowledge,

and the clear reading and writing instruction they received. They were also able to interact and socialize through classroom literacy events and the help of their instructor, which affected their literacy level. When interviewed, they both stated that because of their instructor's awareness of language teaching and the importance of interacting with others in the new society they were able to recognize the languages' structure differences, and were introduced to the effective learning approaches that match the structure of the new language. Throughout the learning process, the teacher facilitated the literacy transfer process by making the needed adjustments to the previously learned language rules to maximize L2 learning achievement.

These results can be explained by Cummins (1991) who proposed the common underlying proficiency model whereby skills, knowledge, and concepts learned in any language can be retrieved and applied through different languages. He explained that "there is no need to relearn acquired knowledge; consequently, time spent developing conceptual knowledge in the L1, including a multidimensional concept such as literacy, is not wasted time" (p. 79)

The link between language and culture in classroom instruction can become evident in the students' social and academic interactions if the teacher makes an effort to engage the students in cross-cultural activities (Cummins). Having to function in a learning community where the awareness of diversity and multicultural respect is always promoted and expected can help all students recognize the value of bilingualism and bilaterality (Cummins). Teachers play an

immense role in helping students with the process of biliteracy development. Together with all their students, monolinguals and bilinguals, teachers can help construct a more positive definition of bilingualism, one that views bilingualism as an asset and a privilege rather than an obstacle and a hindrance. This means that when educators are promoting respect and acceptance of others and their backgrounds, it helps the bilingual students achieve better in the class and overall within the learning society.

The Role of First Language Literacy

First language literacy does not have to be fully and perfectly acquired to be transferred to the second language. In fact, all learners enter the classroom with a degree of proficiency and literacy in their native language. This degree of proficiency can be used to acquire literacy in the second language in many ways.

In her research paradigm for acquisition of literacy in bilingual learners, Ellen Bialystok (2002) studied the effect of first language literacy on the literacy acquired in the second language. Her framework included learners of different ages and from different native language backgrounds. When they entered school and were required to learn and interact in English, each and every one of them had their own way of connecting previously learned language strategies to the new ones. The transition for some of them was easier than others depending on the level of literacy developed in their native language. Yet they all used the attained literacy level in their native language as a starting point to their English

literacy. Bialystok concluded that providing students with opportunities to develop literacy in their native language can be an effective tool for expanding this literacy to the second language because language learners automatically transfer the language learning skills, patterns, and approaches among learned languages. She also emphasized that the idea of a strong first language leading to a stronger second language does not necessarily imply that the first language must be fully developed before the second language is introduced.

Correspondingly in her article about connections between emergent biliteracy and bilingualism, Iliana Reyes (2006) explored the ways emergent bilingual learners begin to develop literacy in both Spanish and English simultaneously. She claimed to witness how the methods involved in becoming biliterate are multiple and perceived to be personal in comparison to becoming literate in one language. When Reyes analyzed the learners' activities from an emergent bilingual and a transactional perspective, it became clear that these learners were making sense of language and literacy as they brought their knowledge together to organize it in a meaningful way. Reyes concluded that the development of biliteracy involves varying degrees of first language development. She mentioned some examples of cases where transitional bilingual educations build second language literacy on minimal first language literacy development. In some secondary schooling in a language of wider communication, such as English in many African nations, literacy was built on moderate first language development levels, while foreign language studies at a

college level build second language literacy on highly developed stages of first language literacy.

A similar study was conducted by a set of researchers in New Zealand to scrutinize the bilingual and biliteracy development of a group of young learners during their transition to school. Tagoilelagi-Leota, McNaughton, MacDonald, and Farry (2005) examined how a group of learners were developing as incipient bilinguals. They noted that an incipient biliteracy paralleled their bilingual development, although, upon entry to school, there were large discrepancies in the learners' profiles. After one month at school, there was evidence of faster progress in both English as the second language and in the students' native language. These findings were confirmed by the results at the end of the first year. Burgeoning levels of literacy and comprehension knowledge in both English and the native language throughout the year reflected the effectiveness of the school program. The resulting patterns suggested that learners were able to develop relationships and made academic connections between literacy in two languages. The researchers were therefore able to conclude that the possible transfer effects from one set of literacy skills to another occurred quickly, both at the time of assessment and near the end of the school year. Another even more interesting finding was the similarity of patterns in development of literacy in the two languages. Researchers were able to confidently state that an incipient biliteracy paralleled incipient bilingualism.

The Role of Cultural, Social, and Individual Differences

Every language learner's cultural and social background has a great effect on literacy development in any language. The cultural views and interpretations of literacy, the social recognitions and expectations for the language learners, their family and community involvement in the learning process, and their individual abilities have vast consequences on developing literacy.

The role and effect of family and community experiences on learners' biliteracy development, and how these relate to learning instinctively or within the formal educational context, need to be further examined within the bilingual communities. Iliana Reyes (2006) claimed to obtain an important finding from her study asserting that when learners had access to writing systems and to various literacy activities in both their languages at home, they were more likely to become biliterate rather than literate only in the dominant language. Learners alternated between the languages they use to speak, write in, and listen to, and they constantly code-switched throughout all their activities. She even suggested that code-switching probably contributed to their high metalinguistic and pragmatic awareness. Most importantly, she explained that if learners continued to have access to and opportunities to function in and utilize both languages in their writing systems, they will be more likely to maintain and continue to develop their bilingualism and biliteracy.

In an effort to compare literacy development in early versus late starts in foreign language education, Domínguez and Pessoa (2005) recognized an over

achievement in the literacy levels among the students receiving support and help from family and community members. Their study focused on comparing 27 sixth grade students, who had been learning Spanish since kindergarten, with five sixth grade peers who only had one year of Spanish language. The early starters outperformed the new students in listening, speaking, and writing skills in the beginning of the year. But with the help of recommended school volunteers, family members, and some community personnel (such as librarians) the five students were able to achieve a comparable literacy level to the one of their peers in the Spanish language class.

Due to the fact that our society is becoming more and more diverse and because people are at the same time members of multiple communities and activities, their identities have multiple layers that are in a complex relation to each other. Just as there are multiple layers to everyone's involvement and activities in the community, there are multiple discourses of language usage and literacy development. This creates a new challenge for literacy pedagogy. Parents play an essential role in bringing the gaps together and making transitional period easier for their children. Provided that parents themselves are literate in the foreign and learned languages, they can also be of great support to the school system and work together with their children's teachers on second language literacy development. Correspondingly teachers sometimes find their cultural and linguistic messages losing power and relevance if not enforced and complemented at home. As they compete with the global language growth and

the invasion of the mass media and its channels, language learners need all the support they can receive from family and community members to get past the transitional period before they feel comfortable and entirely fit in a new society.

Hornberger (1994) found that the interrelationship among individuals, the social context, and acquisition of social knowledge helped establish the conditions for social growth and literacy development. Due to the fact that beyond the need to improve students' academic performance is the parents' desire for their children to fit in the society, parents can be of a great support during the learning process. Family and community support bring the students' participation closer and break patterns of social isolation. This means that the learners' involvement in their social life help them blend better in the community and achieve higher academic levels in the target language.

Despite the complexity in defining literacy, research evidence confirmed that literacy skills developed in the native language can be transferred to any subsequently learned language. Ferdman (1990) mentioned that when literacy is regarded as a set of specific context-free skills, then mastering those skills can be seen as a personal achievement. While they may be acquired by most members of a culture, literacy skills, once attained, become part of the individual's permanent assets. Ferdman provided a useful summary of the implication of this model of literacy:

Literacy is experienced as a characteristic inherent in the individual. Once a person acquires the requisite skills, she also acquires the quality of mind

known as literacy, and the right to be labeled a literate person. Judgments about a person's degree of literacy are not dependent on the situation. Rather, because there is wide agreement on what constitutes a literate individual, a person carries the label regardless of whether or not she continues to demonstrate the behaviors that first earned her the designation. (p. 186)

Kiang (1992), studied a group of Asian American refugee college students. His study was concerned with how these students view and shape their college experience in the United States in relation to their cultural values and background. Findings from his study were very interesting. They were in keeping with the findings of Ferdman (1990) that literacy skills once attained become part of one's permanent assets. However, Kiang's study concluded that literacy practices may change according to different circumstances. He noted the obvious change of his participants' literacy practices. According to their cultural background, learning in the classroom was very much spoon fed to them and based on individual efforts. They were used to be given lots of detailed instruction with every given task. They were also taught not to speak in class unless they were asked to do so. Kiang found that most refugee college students are working class. They spend long hours working, which play a critical role in enabling their families survive in the host country. When they joined college in the U. S. they learned to adapt some new literacy practices in the process of balancing their responsibilities in the new society. They were encouraged by instructors in the host society to work in groups and to have project partners. This opened their eyes to the importance of exchanging knowledge and information

which they did not experience before. They were also urged by their instructors to ask questions and seek outside resources for help whenever needed.

Brown, Miller and Mitchell (2006) studied the effect of students' social backgrounds and practices on their academic literacy success. Their research included eight Sudanese refugee secondary students in mainstream classrooms. Their findings revealed that their participants' consciousness to engage in the mainstream academic and social practices was as equal as their desire to keep their own ones. Researchers in this study found that the participants' social and academic behavior is an important part of their identity.

Similarly, on the effect of social and cultural background on academic literacy and its practices, Boshier (1997) studied the process of acculturation and its effect on the academic success among a group of Hmong college students. While studying their academic behavior and practices, she noted that "they were Hmong in some practices and American in others," which helped them blend in with dignity. Her findings suggested that it is almost impossible for immigrants to lose their native identity, including their social and cultural beliefs and practices, while assimilating into a new society. Immigrants, most likely, tend to keep both ethnic identities, which are recommended for their academic success. She said,

The degree to which immigrant youth are able to maintain their ethnic identity while adapting to the majority culture has often been cited as critical to their self-esteem, psychological well-being, successful adjustment to the new society, and academic success. (p. 593)

Chapter Summary

This chapter presented a related literature review of the theoretical framework for this case study research. Literature linked to refugee theories and issues of resettlement were discussed. Literatures related to theories of second language acquisition and the academic literacy model was also examined. Additional research was inspected to determine factors that could account for academic achievement of immigrant college students, such as the role of instruction and the role of first language literacy. Also, research related to the role of cultural, social, and individual differences on academic achievement was discussed.

This study extends the literature by shedding light on how involuntary immigrant college students view academic literacy, and by examining the new academic literacy practices or strategies they develop to succeed academically in their new society. In the following chapter, the methodological framework of this study will be discussed in detail.

CHAPTER III: METHODOLOGY

This chapter portrays the methodology used in conducting this study on refugees and involuntary immigrant minority college students during an academic semester in one of their classes. This case study research was intended to inspect these students' academic achievement according to what both Ogbu (1988) and Kunz (1981) argued regarding the issues of school performance among voluntary and involuntary immigrants. The chapter begins with a presentation of the research design, followed by a discussion about the involved participants and the research site. Data collection methods, which include participant observation, field notes, interviews, and reflective journal, are described next. The chapter ends with an explanation of the study's data analysis followed by a description of the study's trustworthiness.

Research Design and Rationale

A qualitative case study was used as a research design for this study. In order to explain the appropriateness of this design for this specific study, a definition of a case study followed by an examination of its features and characteristics are indispensable. Merriam (1998) defined a case study as a process, a unit of analysis, and a product.

- a. A process: Merriam explained that a case study has a procedural nature just like any experiential study. Its success relies mainly on whether or not all the steps are followed authentically. This also goes along with Yin's (1994) definition "A case study as an empirical inquiry that investigates a

- contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident” (p. 13). In Yin’s (2009) research method, he defines case study as described above but gives specific examples of real-life events such as “individual life cycles, small group behavior, organization and managerial processes, neighborhood changes, schools performance, international relations and maturation of industries.”
- b. A unit of analysis: In this part of her definition, Merriam gave details about the particularity of a case study. She mentioned that “Case study is the study of particularity and complexity of a single case, coming to understand its activity within important circumstances” (p. xi).
 - c. A product: A case study, according to Merriam, is a product of a chain of discoveries that does not assume answers. Wolcott (1992) also mentioned that a case study is “an end-product of field-oriented research” (p.36).

I chose to use a case study research design because this allowed me to focus on how individuals interacted with each other in their environment. It allowed the construction of meaning through capturing as much as possible the participants’ thoughts and views regarding their academic experience from their perspective. This allowed me, as a researcher to gather information to identify behavior without any assumption and to give voice to my research participants. It also let me understand what participants’ behaviors mean to them (to the

participants themselves), rather than me imposing potentially irrelevant interpretations on those behaviors.

Participants and Site Summary

My study's participants consisted of four students in their first year of college. They were selected out of an all-immigrant population where I volunteer to serve the community. This population was interesting to study given that they have strong family networks, tend to know one another, and live in proximity to one another in their new environment.

The process of selecting started by introducing myself and my research to this population a few weeks before the beginning of the study. A consent form was handed out to those who chose to participate in the study. I then, purposefully selected (Merriam, 1998) the four participants needed for my study, using "criterion-based selections" (LeCompte & Preissle, 1993) whereby a list of criteria necessary for the success of the research was created. This list included:

- a. Being a forced immigrant (as defined by Ogbu, 1988 and Kunz, 1981)
- b. Been in the United States of America for no longer than one year.
- c. Not have attended high school in the United States of America or received any ESL services or instruction.
- d. Being a first or second semester college student.
- e. Attending the same southeast urban university in Michigan, that is the chosen research site.
- f. Being from the same cultural background as other research participants.

This study was conducted at an urban public research university located in southeast Michigan. This university consists of thirteen schools and colleges, serving a diverse body of 31,000 graduate and undergraduate students, with six extension centers located throughout the southeast Michigan. Students from 50 states and more than 70 countries make this university the one with the most diverse student body in Michigan. Its affiliation with more than 100 institutions around the world adds to its popularity.

Participants' Privacy and Confidentiality

A draft of the proposed study was shared with the selected participants for their review and feedback before data collection, to have well informed participants, thus, increasing the validity and reliability of the data interpretation. All data collected from my research participants, throughout the course of the study, was kept in a secure place in my home office and was not shared with other participants, instructors, parents or any person other than myself. It will then be destroyed two years after the completion of the study and/or after its purpose for the study is no longer valid. All participants in the study were referred to only by the use of pseudonym and never by their real names. This study did not intend to deliberately place the participants at any physical, mental, social, or financial risk nor did it intend to affect their reputation among their peers.

Data Collection and the Researcher's Role

Merriam (1998), stressed on the importance of having both breadth and depth of coverage, when collecting data, in order for case study research to be successful. Yin (2009), also talked about three main principles of data collection: “a) using multiple, not just single, source of evidence; b) creating a case study database; and c) maintaining a chain of evidence” (p. 101). Following both of Merriam's and Yin's guidance, data collection for this study included participant observation, field notes, interviews, and in-class discussions from multiple subjects.

Participant Observation

Doing a participant observation, as Spradley (1980) explained has a lot to do with what we usually do when we come across a new social situation (p.53) that is; we observe the surroundings while still being an active part of it. It is also one of the primary research methods of data collection. Participant observation means that the researcher would be personally involved in the social setting he or she chooses for the study. This total involvement in the study setting allows the researcher to experience all the research surroundings as the members of the study do. Personal reflections thus are important in order to analyze the behavior and culture of the observed group. Reflections also provide the researcher with new interest points and with opportunities to make strange things about the observed group familiar to him/her. Most importantly, Spradley (1980) advises:

Make yourself explicitly aware of things that others take for granted. You will experience the feeling of being both an insider and an outsider simultaneously... You will need to keep a record of what you see and experience. (p.58)

Case study researchers consider the level of involvement of a researcher as crucial. As a participant observer, I observed my students for the whole class period and for every class meeting during a full academic semester. I observed the students' class participation, specifically their interaction with peers and instructor in terms of asking probing questions about course content, clarifying questions about assignments; facial expressions; outward behavior of struggling with content, etc. These were collected during all the activities related to class assignments, such as field trips, lab practices, discussion sections, etc. The researcher's unique relationship with key individuals in the group and participants in general helped bring insights to understand the process they went through as they acquired academic literacies necessary to succeed in a class and the strategies they actually employed to achieve this (Merriam, 1998).

Field Notes

Spradley explains that taking field notes means "encoding things in language" (p.64). He emphasizes the importance of the researcher to observe his/her tendency to translate and simplify. He suggests three principles to help stay on track during research:

- a. The language identification principle: The goal within this principle is to keep records that reflect the same differences in language usages as the actual field situation.
- b. The verbatim principle: The goal within this one is to write things down word-by-word as they are observed.
- c. The concrete principle: The goal here is to use concrete language when describing a situation or an observation.

In accordance with Merriam's (1998) definition, field notes include the researcher's observations of the actual settings and activities as well as some reflections on these observations. Participant observation and field notes were part of my data collection tools that I used to capture the complexity of involuntary immigrant youth acquiring academic literacy in the host country after being uprooted from their familiar environment and taken to a land that is unfamiliar to them in terms of the people, the culture, and the education system. I recorded field notes as I observed the students in their college classes for one academic semester. Collected field notes were related to the physical setting of the classroom, students' in-class behavior and interactions with their peers and instructor, signs of engagement, signs of struggling with the content and signs of distress.

Interviews

Qualitative researches rely very much on in-depth interviewing. The researcher usually investigates the topic(s) of interest to help discover the

participant's views, while still regarding the way in which the participant displays and organizes the responses. The most important goal a research interviewer should keep in mind is to value the participant's views and to work on reinforcing them. The interviewer's success in collecting valuable data depends on how well he or she has anticipated the importance of the interviewee's role for the research (Merriam, 1998).

For my research, I used interviews in three different ways: a) Semi-structured interviews were used in the beginning of my research during the process of choosing my participants; b) Informal interviews and oral conversation were used continuously to help clarify emotions and capture any details related to field notes as they were collected. Yin (1994) argued that it is very important to consistently ask why events appear to have happened or to be happening; c) Finally, semi-structured interviews were used once again at the end of the semester as reflective interviews.

Semi-structured interviews as a technique for collecting data can also be used depending on the participants' acquisition of English, the language that will be used to collect data (Lofland & Lofland 1984; Patton, 1990). I used semi-structured interviews twice throughout my research. Once in the beginning of the data collection semester to learn about my participants' views and understanding of academic literacy, and once at the end of the same semester to capture the changes in those views. To further accentuate the research, I used informal interviews and oral conversation to capture information that I consider to be

important for the study. Informal interviews (Mertens, 1998; Patton, 1990) have been described as the kind of interview that occurs spontaneously so that a participant may not know that an interview is taking place.

Documents and Artifacts

Documents and artifacts related to the participants' classes were collected and used to support data collected from participant observations, field notes, and interviews. These included: a) the class syllabus; b) assignments; c) written notes by the students regarding the assignments or the process of completing it; d) notes or pictures with captions; e) notes written by participants during class discussions... etc. These collected documents and artifacts are important to the study because they helped portray the learning process as it occurred and the socialization that took place with it. They also helped develop a clear idea of the tasks expected from the participants and the context in which these tasks were carried out by the participants. All course documents and artifacts were gathered, photocopied for the purpose of the study only, and then promptly returned to the participants.

Reflective Journal

Regardless of the method of data collection, a researcher should take personal notes in a reflective journal after each session of data collection to facilitate data analysis. Throughout my research, I kept a reflective journal. This journal helped keep track of my own thoughts, ideas, insights and connections

with a specific situation or event, as well as any emerging speculations or inferences during the fieldwork as data was being collected and analyzed. This journal also helped me rule out any subjective tendencies that are considered to be a normal part of the participant observation process (Spradley, 1980).

Adaptation and Flexibility

Yin (1994, 2009) argued that it is very important for a researcher to be adaptive and flexible. Following Yin's advice, I paid careful attention to the purpose of this research and at the same time willingly changed procedures or plans if unanticipated events occurred.

Data Analysis

According to Merriam (1998), analyzing the research data is attained by data management and data analysis. Merriam advises the researcher to do an ongoing analysis as the data is collected piece by piece and the researcher's observation is added to it. She explains how this process of simultaneous collecting, observing, managing, and analyzing can bring the findings of the research close together. Spradley in his *Cyclical Research Design* (1980) also advocates the ongoing process of collecting data, making records, analyzing data, asking research questions that will feed into data collection, and going back to collecting more data. This allows the researcher to "systematically examine something to determine its parts, the relationship among parts, and their relationship to the whole" (p. 85). Something similar is presented by Leech &

Onwuegbuzie (2007) called *Constant Comparison Analysis*. They suggested that the researcher analyze the data as it is collected by reading through it, making meaning, and chunking the data into similar parts.

To understand the complex process my participants went through to acquire academic literacy, I deployed Spradley's data analysis strategy. This included the use of cultural domain analysis, taxonomic analysis, and finally a componential and theme analysis.

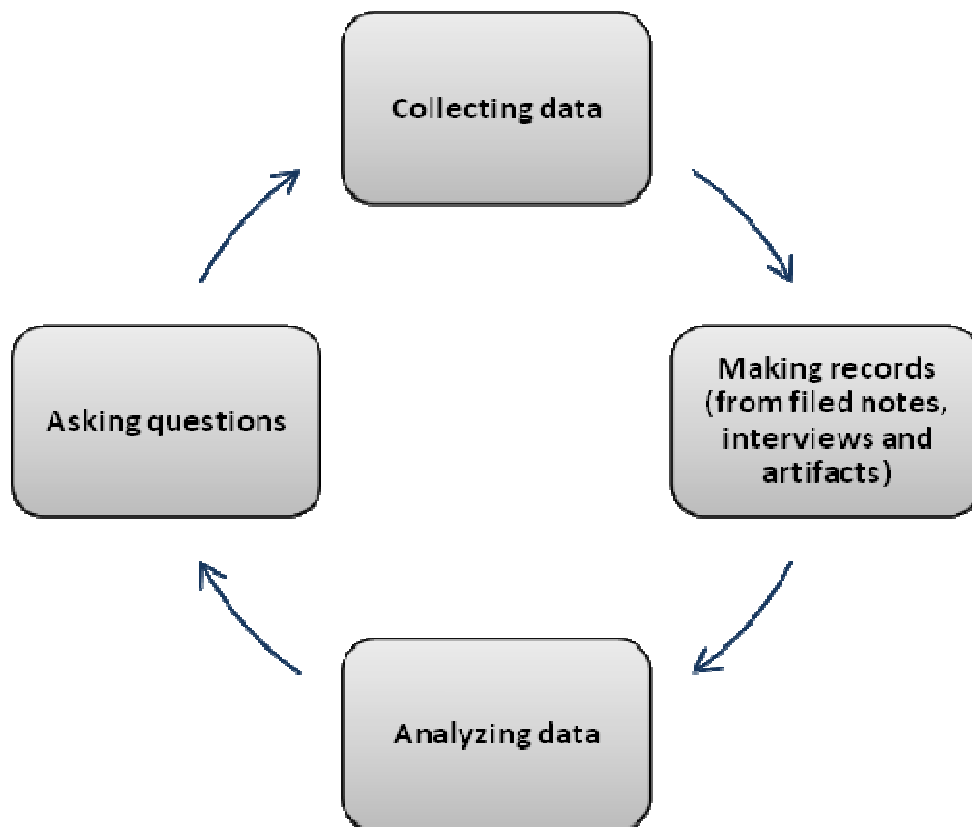


Figure 3:1 - Cyclical Research Design - by Spradley

A *Cultural Domain Analysis*, according to Spradley, is a “category of cultural meanings that includes other smaller categories” (p. 88). Therefore, it is made up of three parts: a) the cover term, which is the name of the main cultural domain; b) the included terms, which are the smaller categories inside the main domain; c) the semantic relationship, which is the linking theme of the two categories. In applying this to my research, I looked for patterns of sameness in my field notes trying to preserve the internal meaning, in preparation for the taxonomic analysis which is locating sub-domains within the domain.

Taxonomic Analysis is usually used to locate sub-categories within domains that are related to each other by shedding light on the relationships among included terms within a cultural domain, as well as relationships among domains themselves. The main difference between cultural domain analysis and taxonomic analysis is that “taxonomy shows more of the relationships among the things inside the cultural domain... taxonomy reveals subsets and the way they are related to the whole” (p.112 & 113).

Componential Analysis is commonly used to “systematically search for the attributes associated with cultural categories... componential analysis is looking for the units of meaning that people have assigned to their cultural categories” (p. 131). Componential analysis is about comparing the differences in the domains. In order to apply this in my study, I looked for patterns within and across the domains. This allowed me to determine which chunks of data are similar and are within one given theme.

The following table illustrates the instruments used for data collection and data analysis:

Instrument	Data collection using the following:	Data analysis using the following:
Observation and field notes	Observation of the physical setting, students' behavior, action, participation, signs of engagement, and signs of distress.	Transcripts, chunk terms, themes, codes for domain analysis, sub-codes for taxonomic analysis, find relationship between sub-codes across domains for componential analysis.
Semi-structured interviews	Definition of academic literacy, literacy practices in the native society and their value, literacy practices in the family, the impact of these practices on literacy.	Transcripts, chunk terms, themes, codes for domain analysis, sub-codes for taxonomic analysis, find relationship between sub-codes across domains for componential analysis.
Informal interviews with participants	Casual information, questions, comments, connections and clarification	Chunk terms, themes, codes for relation with previous domain, taxonomic and componential analysis.
Documents and Artifacts	Class syllabus, students' written notes, assignments, pictures, and captions.	Used as a reference and support for findings.
Reflective journal	Thoughts, ideas, emerging speculations, comments, insights and connections.	Used as a reference and support for findings.

Table 3:1 - Data Collection and Analysis Matrix

Observations and Field Notes

Prior to sorting the data, I utilized the research questions to identify key ideas. I made multiple copies of all the notes to guarantee precision of the collected data. When main key ideas were identified from the research questions, I read through all of the notes few times searching for additional key ideas. A *Cultural Domain Analysis*, according to Spradley, which is a “category of cultural meanings that includes other smaller categories” (p. 88), was then generated. Each one of the main category with its subcategories were color coded by a different color marker. All the raw data was then coded and sub coded in different categories and subcategories. I was then able to create charts connecting each research question with its main idea and subcategories.

Interviews

In the initial semi-structured interview, which was conducted in the beginning of the data collection semester, research participants were asked a set of pre-determined open-ended questions. These questions focused on their initial definition of academic literacy and on the way they originally perceived it. In the final semi-structured interview, which was conducted at the end of the same semester, the participants were asked another set of pre-determined open-ended questions to capture the similarity and/or differences in their views and definition of academic literacy at the end of their college semester. Numerous informal interviews were conducted with each of the research participants throughout the semester to ensure documentation of all details. These informal interviews

periodically ensured the accuracy of the collected data and served as a method of completing member checks.

Reflective Journal

A reflective journal was kept to help document my own thoughts, ideas, insights and connections with any specific situation or event. This journal also helped rule out any subjective tendencies that are considered to be a normal part of the participant observation process (Spradley, 1980).

Documents and Artifacts

In this study, very little course documents and artifacts were collected. Three of the research participants were observed while attending science classes. All the class material was posted online and the students did not feel the needs to take notes. The fourth student was observed while attending a class for oral communication. The teacher posted the material online as well, and asked them to make assignments and presentations about all known subjects to them. Therefore, only the technique of presenting the material was taught during class and no new material was presented.

Trustworthiness

Lincoln and Guba (1985) presented a unique trustworthiness framework for researchers to follow. Trustworthiness, as they described in details, is the ability to persuade researchers that one's findings of an investigation are worth paying attention to and taking account of. Trustworthiness also consists of the

credibility and the validity of any qualitative research. Some of the things that increase the credibility of any research findings, as suggested by Lincoln and Guba are prolonged engagement, persistent observation, and triangulation (p.301). Although the requirements of validity and credibility of a research are under an ongoing discussion, clear criteria stated by the researcher makes it more valid for the reader to evaluate the trustworthiness of the research. Therefore it is very important that the researcher him/herself will set a clear basis for the evaluation.

In order for any research to be credible, a researcher must fully engage him/herself in the field of research until data saturation occurs. This is what Lincoln and Guba mean by “prolonged engagement”, which they described as “the investment of sufficient time to achieve certain purposes” (p. 301). This gives the researcher a complete and realistic idea about the field of study and helps eliminate biases as well as balances the effects of any unusual events. As a result, I observed the participants in this study for an entire academic semester.

A researcher must also be persistent in observing the field of study. Constant observations along with steady analysis help investigate what counts and what doesn't count towards valuable findings. Lincoln and Guba refer to this as the “persistent observation” (p.304). The purpose of persistent observation is to closely identify the details that are most related to the phenomenon being studied to primarily focus on them, which adds to the credibility of the findings.

Throughout this study, I closely observed all the details related to academic performance of my participants, such as participation and interaction in class.

Another important component of credible research is “triangulation”, which is defined as cross-checking information and conclusions through the use of multiple procedures and sources. When the different procedures and sources are in agreement, they lead the study to credibility. Triangulation, as Lincoln and Guba (1985) described, can be attained by using multiple methods of data collection (interviews, observations, field notes in this study), and multiple resources (documents and artifacts from classes).

Peer debriefing and member checks are two other traits of a credible study. The first is done with a similar-status colleague who is outside the context of the study and who has a general understanding of the nature of the study and with whom the researcher can review perceptions, insights, and analyses. The second is done when the researcher turns back to the source of the information and checking both the data collected and the interpretation, seeking accuracy and precision. Throughout the data collection semester, and for the purpose of establishing peer debriefing, I met with other professionals in the field such as peer researchers, colleagues, university professors, and instructors of similar courses to those studied by the research participants to have them look at the patterns of similarities and differences in the collected data. Periodically, I also shared my observations and notes with the participants in the study for member checks and to ensure the accuracy of the collected data.

A main reason to believe in the trustworthiness of any research is its transferability. This involves the extent to which the findings can be applied in other contexts or with other respondents. One way to ensure that is for the researcher to use thick and detailed description along with purposive sampling, as I did in this study.

Dependability is another important quality of a trustworthy study. It relies on the fact that an inquiry must provide the evidence that if it were replicated with the same or similar respondents (subjects) in the same (or a similar) context, its findings would be repeated.

Throughout the course of the semester and while collecting data for the study, I was carefully following Lincoln and Guba's (1985) guidelines for trustworthiness. The trustworthiness criteria they mentioned of credibility, dependability, and transferability were attained by the precise effort to adhere to the following techniques they advised to follow: "prolonged engagement, persistent observation, triangulation, peer debriefing, member checks, providing thick description, compiling an audit trail, and producing a reflexive journal. In conclusion, it is important when discussing trustworthiness to note its open-ended nature:"

Naturalistic criteria of trustworthiness are open-ended; they can never be satisfied to such an extent that the trustworthiness of the inquiry could be labeled as unassailable . . . naturalistic inquiry operates as an open system; no amount of member checking, triangulation, persistent observation, auditing, or whatever can ever compel; it can at best persuade. (Lincoln & Guba, 1985, p. 329, emphasis in original)

Chapter Summary

The purpose of this chapter was to provide the methodological framework which shaped the design for this case study research. Over the course of this study I researched participants who are involuntary immigrants attending their first year in college. Data collection, as mentioned earlier in the chapter included participant observation, field notes, interviews, documents and artifacts. Two different kinds of interviews were used for this research. The first was semi-structured interviews that were used once in the beginning of the research during the process of choosing the participants, and another time at the end of the research, as a reflective interview. The second is informal interviews that were used throughout the semester of the data collection to help clarify and expand the collected field notes. The data collected for this study was analyzed using Spradley's (1980) data analysis strategy which includes cultural domain analysis, taxonomic analysis, and componential analysis.

CHAPTER IV: FINDINGS

This dissertation reflects four highly personalized accounts of involuntary immigrant students attending their first year of college in the United States of America. In this case study research, although observed during the same academic semester, each participant's views of academic literacy is colored by his or her personal characteristics and life experiences which brought a unique and valuable meaning to the research.

The findings in this chapter were constructed from initial and final interviews with the research participants, informal interviews throughout the semester, field notes, participant observation, reflective journals, and courses documents and artifacts. The data analysis was primarily guided by the following research questions:

- d. What is the definition of academic literacy according to forced immigrants and refugee college students in relation to their cultural and educational background?
- e. How do forced immigrants and refugee college students' definition and views of academic literacy change over the course of an academic semester?
- f. What new academic literacy practices do forced immigrants and refugee college students develop over the course of an academic semester?

Initially, while collecting data and going through the analysis process, the researcher continually made connections between the raw data and the research questions. As data was collected, the researcher organized and put all the dated interviews, field notes, and reflective journal in a binder according to the date of collection and the type of data, such as formal and informal interviews, field notes, and reflective journal. The research questions were constantly compared with the raw data as it was collected to ensure accuracy.

Participants' Profile

Participant #1:

Randy (pseudonym) is a 19-year-old male, first-year college student, who graduated high school in Egypt and moved to the United States with his family, seeking asylum because of religious persecution in his homeland. His family consists of his father, his mother, and his older brother who is also a college student. Randy knows Arabic, French, and English. Randy's main study interest is Science and he is considering majoring in Pre-Pharmacy or in Physical Therapy.

Growing up in a small family, Randy experienced the close involvement of his parents in most of his school activities. They always participated in and attended school events, volunteered some of their time at school, and were most importantly interested in his academic success. During the initial interview Randy said, "My parents used to check my grades all the time, contacted my teachers to

see how I was doing at school, and used to go to conferences and stuff like that. They had a big impact on my education by being always involved.” Randy’s parents perceived literacy as something very important and that one must have. They also perceived literacy as the gateway to a good job and a better career. Randy said that his parents believed that “without it, you would be treated differently.” This was the same way Randy perceived literacy himself. When he was asked during the initial interview, “How do you perceive literacy?,” he said, “I perceive literacy as something a person must have in order to be successful in life and to always aim for career advancement.”

Back in his home country and since his preschool years, Randy always attended private schools. When he was asked to talk about school in his home country he mentioned that he always went to “all boys” private schools, he had to wear a uniform, school was very strict but fun, and everyone in school was very friendly. During the initial interview Randy described the classroom, in his native country’s school, as a small size cozy room that was neither too big nor too small. Every classroom had a chalk board, teacher’s desk in the front, about 25 to 30 students’ desks, a small library and a window.

Remembering all the teachers throughout the years of schooling he had in his home country, Randy mentioned that his teachers were always very caring. Randy said that, “I was never afraid to go talk to my teacher about anything, I liked all my teachers and I liked learning from them.” Also, “Teachers used to write everything on the board and they made sure that we understood everything

they said.” He remembered having lots of structure in the classroom, and lots of instruction on how to complete every given task. As a student, Randy mentioned that throughout all the years of school and the different levels of education he had (elementary, middle, and high), he was never allowed to speak in class without raising his hand and being granted the permission to do so. Teachers also gave their students frequent quizzes and exams to make sure they acquired the concept before moving further. Randy’s favorite school subject was math.

When asked about social or cultural out-of-school activities back home, Randy said that he liked going to the community center with his friends. He liked playing soccer with his friends in the park, and they used to arrange their own tournaments, “that was fun,” said Randy. He was also involved in church and in its activities back home. He regularly went to church meetings and went on field trips with friends and church members. Working outside of home was never an option for Randy or another school student in Randy’s culture. Students were not allowed to work before 18 years of age and before they obtained a degree. Therefore, Randy never worked as he was going to school in his home country.

I observed Randy attending a Biology class for a whole college semester in the United States. Based on his experience, in college in the United States, Randy mentioned during the final interview that school in the US is totally different than it was in his home country. Starting from a class size of about 300 students in a big lecture hall verses 25 students in a private school’s classroom all the way to the responsibility of the students and the expectation of the society

was something new he never experienced before. This is clearly seen in what he said during the final interview: “Sitting in a lecture hall with 300 students makes it tough to pay attention; I am so shocked with the amount of students here. I have never seen anything like this before... too many students in one place.” Even the layout of the classroom, being in a spacious auditorium with many seats, big stage in the front, and a big white screen for projection instead of the blackboard was a new experience for Randy.

As a result of these new experiences, Randy had to make a number of adjustments related to classroom rules and the teachers’ expectations. Randy said in the final interview,

I think here few people care about each other in the classroom. The teacher walked in, laid down all the rules in the beginning of the semester, and you’re very much on your own after this, even attendance is recommended but not mandatory. (Fin. Int. p. 3)

Randy mentioned in the final interview that he missed the personal interaction with his teacher and the quality teaching which he was used to back home. He said, “Teachers here don’t care much... I wonder how the teacher would ever have a personal relationship with all these students.” During one of the several informal interviews throughout the semester Randy said,

It’s the third week and the teacher is going over the material very fast in the lecture, he is just reciting, this is not teaching. I don’t feel that the teacher is putting any effort in the lecture. Often times he’s not prepared, walking up and down the auditorium and all over the place, I personally find it distracting. (Inf. Int. 6 p. 2)

Compared to a private school's specific structure and students being given one-on-one instruction for every task on hand, this was quite a change for Randy.

Additionally, Randy mentioned few times during informal interviews that it took him a while to get used to the students' behavior among themselves and with the teacher. Most of the students were not fully engaged during class. In my observations, I noticed that they were either on their phones texting or on their laptop surfing the net, blogging or doing something else. I wrote in my reflective journal, few times and after the observations, that even taking notes during class was replaced by the electronic posting of the material and note taking was rarely seen throughout the semester. According to what Randy shared with me during the final interview, it was his first time ever to see students walking in the classroom after the teacher or getting up and leaving in the middle of class even when the teacher was talking. He further added his surprise about "the students standing in the middle of the auditorium and yelling at the teacher about the exam. They got very mad when the teacher said he thinks that the test was easy and the next one will be harder."

However, his behavior was different from his peers. Throughout the semester I noticed Randy's positive behavior in the classroom. He always came to class ready to learn something new. He brought with him a copy of the electronically posted class material to look at while the teacher was lecturing. He had a notebook but I rarely saw him taking notes. This could be because he had the printouts of the lectures. Sometimes he would underline, highlight, or write

down a few notes on his printouts. I noticed that he always had a box of colored pencils or markers and he often colored the pictures in his printouts as the teacher was lecturing. When I asked him about it during one of the informal interviews he said, "Coloring in class helps me focus a little because this guy is so boring and it's so hard to focus with him. I'm not used to talking with others during class like people around me do all the time." Unlike the majority of the students around him, and maybe by force of habit or because he does not own one, I noticed that Randy never brought a laptop with him to class. Even though the class was much harder than Randy expected, when I asked him at the end of the semester about his favorite subject, Science was still a winner, as evidenced in the following statement. "Class was very interesting... the subject itself. Learning new things in life about science is always interesting to me," said Randy.

Although working outside during school years was never an option for students like Randy back in his home country, things were different for him here in the United States. Shortly after all four of his family members (including Randy) arrived in this country, they each had to take up one or two part time jobs to support each other and to survive. Randy said, "I got a job here and one that I don't really appreciate it. I have to work to support my family and to support my tuition... it was a new experience, having to support my family." During one of the informal interviews I asked Randy to elaborate a little on this new experience and how it impacted his definition of literacy. He said that he is willing to do whatever

it takes to help his family settle into the new society, but it will never change his views of academic literacy and the importance of doing well in school towards a successful life.

At the beginning of the semester and during the initial interview I asked Randy, "Now as you came to a new place and a new school, do you think people here in this society think of literacy the same way you do or differently?" Initially he believed that people in this society view literacy and schooling differently. Randy said,

People here have different minds... they have different opportunities that's why they don't really care. They could make money and live a good life without going to school. They think that school is not as important as it is in other countries. They engage themselves in the work environment... which has a negative impact on them, it might keep them busy all the time and they will not be able to get good grades and achieve a well educated life. (Int. Int. p. 5-6)

At the end of the semester after Randy had a chance to interact with people for a while, I was interested in knowing if his opinion regarding the way this society perceives literacy had changed, but he replied that it had not. Neither did the way he personally perceived literacy change. After attending school in the United States and having very different experiences, Randy stated during the final interview that,

The way I perceive literacy now [at the end of the semester] is the same as before, nothing changed for me. This is the way I thought about literacy in my own country and I still think it's the same now. I still have the same, um... the same goal. I think it's important for me to still go to school and be successful in life. (Fin. Int. p. 4)

I was also interested in knowing what new or different literacy practices Randy had acquired by the end of the semester, if any. He was very specific when he said that he would definitely keep the same study habits he was used to from when he was in school in Egypt. During one of the informal interviews Randy shared stories from his childhood memory about his favorite teachers back home and how they taught him good study habits. He mentioned that he learned from a young age to take detailed notes, pace his study load evenly, avoid procrastinating, and prepare well before tests. The one thing he said he did and will continue on doing differently is “how to study.” Here, in the United States, he learned to study in groups more than individually. Randy said, “Studying in the library with my friends instead of studying alone at home like I used to do back in my country also helped me a lot.” Some of the other literacy practices he experienced were learning to participate in group discussions, sharing ideas and thoughts with friends, and attending tutoring sessions whenever available.

In conclusion, Randy perceived literacy as being educated, getting a good degree, and having a successful career. His parents valued education and encouraged him to do his best in school. When Randy immigrated to the United States and went to school in this country he noticed that people in this society perceived literacy differently. According to Randy, people here in this country take education lightly and education is not as valuable to them as it is for people from different cultures. Randy’s definition of literacy and the way he personally perceives it did not change over the course of an academic semester in the U. S.

As for his literacy practices, Randy decided to keep his studying habits the same as he always practiced them. He did learn some new literacy practices such as, socializing and interacting with new friends, students, teachers, and other people a little more at school. As well as studying in groups and being open to new study practices. I noted in my reflective journal the changes in these practices as I observed them taking place over the course of the semester.

Participant #2:

Lily (pseudonym) is a 19-year-old female, first-year college student, who graduated high school from Iraq. Lily moved to the United States with her family of five people: her father, her mother, her two younger brothers, and herself. They were all seeking asylum because of religious persecution in their homeland. Lily knows Arabic, Chaldean, and English. Lily's main study interest is Science. She wants to major in Pre-Pharmacy.

Lily grew up in a "tight family," as she said, as far as relation and involvement of each member in the others' lives. Lily said during the initial interview,

My parents are always those kinds of people who support us to be on the high level of literacy and always do well in school. They always pushed us to do our best. They were always there to help me out and support me. Growing up, I remember we were always sitting around each other, discussing everything and helping each other out. (Int. Int. p. 4)

Lily also shared with me a few funny stories and incidents that she recalled from a long time ago when her parents used to volunteer in some school events. I

asked Lily during the initial interview how she thought her parents perceived literacy. Although Lily did not recall her parents talking to her about literacy in particular, she knew for sure that she and her brothers always “lived the concept,” as she worded it. She assumed that her parents perceive literacy as “being very highly educated” and “being always aware of what’s going on around you, don’t just ignore things but learn about them,” as Lily explained.

Back in her home country, Lily always attended all-girls private schools throughout her years of elementary, middle, and high school education. Lily described her school back home as one of the very good schools that was coordinated by a very strict principal and teachers. “It was actually harder than here... The whole thing was much, much harder. They expected a lot from you,” she said. Lily described the school system and schedule back home as rigorous and intense, “real school” as she called it during the initial interview. She always attended school six days a week and she had an average of seven to eight classes a day. She said during the initial interview, “we were in school most of the week and almost all day but I loved it... all my teachers were so nice to us, almost like a second mother to all of us.” Lily described her classroom as, “a nice and comfy place, bright with windows, decorated and colorful walls, and no more than 25 student’s desks.” Her school had a discretionary “after school homework program” for students to work together on assignments in a supervised environment. Lily said she always made use of this program and even considered it to be the best part of her school day when she could socialize with

her friends while still working on homework and studying. “It was something I looked forward to all day,” she said.

I asked Lily during the initial interview about her involvement in out-of-school activities back home and she said, “We used to have lots of school activities and clubs but I only participated in very few activities because I was always studying.” The only social or cultural activities that Lily was involved in were church choir and catechism classes. She mentioned during the initial interview that she used to attend the classes related to these activities and participated in these two activities regularly.

I observed Lily attending a Chemistry class for a whole college semester. During the final interview Lily shared with me that her experience with attending school in the United States was quite different than what she expected. Lily said, “Everything here is different, starting from the classroom layout all the way to the teacher’s expectation and the students’ behavior... just, the whole thing is different.” For example, the Chemistry lecture was held in a big lecture hall. Lily said during the final interview,

This place is very big; about 500 seats are in here... I’m not sure how many students are here but this auditorium is big and almost full with students. Layout of the classrooms in college here is so weird; it doesn’t feel like a classroom. I’m not sure how I feel about being in a big class like this, I feel lost. (Fin. Int. p. 4)

Coming from a small classroom in a private school with no more than 24 classmates back in her home country Iraq, Lily had to make some adjustments

throughout the semester. Also, the lack of the personal attention from the teacher was one of the main concerns Lily had. Throughout the semester and during the informal interviews I had with Lily, she talked about this several times. During the final interview, as well, she commented about it:

The teacher walked in the first day, read aloud all the rules about attendance, assignments, tests, cheating and you're very much on your own from that point on. It surprises me that the teacher doesn't even know one single student on his list; every student is just a number not a name for the teacher. This is really sad compared to what I'm used to in my old school. (Fin. Int. p. 5)

Lily heard about the Chemistry SI (supplemental instruction) sessions from her friends and started attending them. She once shared with me during one of the informal interviews that being in a small group of students, such as that of SI, made her feel better and more focused. "It reminded me with the small classroom I'm used to. Right away I felt more focused," said Lily.

Other students' behavior in the classroom was one of the many new things Lily became accustomed to for the duration of the semester. She was surprised at "the way the students are treating each other, the teacher, and the place they are in," as she worded it. Lily said, "I see students taking out their cell phones and texting each other like, they really don't care... I don't think they have any respect for the teacher or for the learning that they came here for." Although Lily never had a laptop with her in class, I noticed that most other students did. The majority of the students were engaged with their laptops, their mobile phones, or their other electronic devices during the lecture. I did not see a

big number of students taking notes during each lecture; this was perhaps because of the teacher's announcement during the first class that all lectures would be posted on Blackboard.

All throughout the semester, Lily displayed positive behavior and willingness to learn something new. She always came to class on time. She had her notebook with her and often times brought a printout from the posted material with her to class as well. Lily turned off her mobile phone before the teacher started talking and always listened to the teacher attentively. She mentioned few times during informal interviews that she was interested in the material, "I like Chemistry... I just like to listen to his teaching and focus with him."

During the initial interview I asked Lily about whether or not she had to work outside of home while going to school back in Iraq. She replied saying, "No, I never worked until I came here. In my culture you don't work if you are a student." Things changed a little for Lily when she arrived in the United States. She had to take up a part time job to help support her family and her school tuition. Lily said during the final interview,

Right after I came here I had to get a job to help my dad a little. I worked a lot; I worked about five to six days a week. I am still working now, work is taking most of the time, it is a lot, but I have to. This is one of the many new things I had to experience during the short time I've been here. (Fin. Int. p. 5)

One week before the final exam, Lily was not prepared to take the test, she decided to drop the class and retake it the following semester. Near the end of

the semester Lily shared with me once, during an informal interview, that although work is affecting her school performance because she's always tired, she does not regret working. She believes that work allowed her the opportunity to learn some new social skills and enabled her to blend better in the new community.

Early on in the semester, at the time of the initial interview, Lily was asked, "Now as you came to a new place and a new school, do you think people here in this society think of literacy the same way you do or differently?" At that time she had answered, "I don't really think that people here perceive literacy the way we do in our country." She also went on to explain how she thought that the society here, in this country, is divided between younger adults or students and older adults. According to Lily, each of these two groups views literacy differently than the other does. Lily said during the initial interview, "I see students here irresponsible, lazy, they don't do what they're supposed to be doing, they don't care about literacy and they don't know how to plan their future." The older people on the other hand according to Lily, "are more responsible, they perceive literacy as something important, and they value education and learning." After the course of the semester I was interested in knowing if Lily's opinion about the way this society perceives literacy had changed or not. Lily confirmed that her opinion was still the same and it did not change. The way she perceived literacy herself did not change either. Lily explained,

It really doesn't matter to me if I think the same way they think. Literacy is always defined as being able to read and write, you have to be educated... the same thing for me; nothing changed. To me, it's always my education and my hard work that will help me accomplish what I want. My opinion will never change about this. (Fin. Int. p. 3)

After Lily had attended a whole semester in college in the United States I wanted to know about her literacy practices and what new ones she had acquired, if any. I asked her about this during the final interview and she explained that she was taught "some rigorous study techniques," back home that she is planning on keeping for sure. Lily said, "I am used to studying two to three hours every day... study everything cover-to-cover before exams... I am definitely keeping all this." As was Lily used to studying in small groups from attending the after school program back in her home country, attending SI sessions, discussing things, and sharing ideas with a group of students was not something new for her but it certainly helped her "survive the semester," as she said. When I asked Lily about any new literacy practices that she may have learned during the semester, she said,

I learned that doing my homework and practicing the mechanism with someone else is very helpful. I was always taught never to share my homework with anyone but you actually learn more when you do it with friends and we get to explain it to each other. I also learned to ask for help if I need it. I was shyer before than I am now and I was so used to help coming my way I never learned to reach out for it. These are the two main things I learned this semester. (Fin. Int. p. 4)

In conclusion, Lily perceived literacy as being well educated and successful in life. She learned about literacy from her parents and her teachers back in her home country. Lily came to the United States and went to school

here. She noticed that people in this society perceived literacy in a different way. She also noticed that students here are not as serious about education as she thought they would be. Lily's views and definition of literacy did not change after attending school here. She decided to continue studying the way she always did, keeping her own studying habits. However, she did learn that it is better sometimes to share the knowledge and the experience with friends she trusts. She learned to ask for help and clarification whenever needed, as well.

Participant #3:

Alfred (pseudonym) is a 19-year-old male, first-year college student. He spent most of his school years in Lebanon and graduated high school from Senegal. Alfred moved to the United States with his mother, seeking asylum because of the lack of equal employment opportunity in his homeland. He is an only child. Alfred knows Arabic, French, and English. His study interests revolve around all Science subjects. Alfred wants to major in Pre-Med and become a doctor like his father, who still lives and works overseas.

Alfred grew up very close to his parents, as he shared with me during the initial interview. His father always provided him with all the academic and financial support he needed. Alfred said, "I have to admit that I am a spoiled child. My dad spoils me and showers me with everything before I even ask for them." As an only child of a physician father who's always working long hours, Alfred said that he was very close to his mother. "My mom was always, and still

is, very involved in my life. I'm like, the only thing she has in life," said Alfred. She always volunteered at school when Alfred was little and never missed a school event or activity he was involved in. Alfred said during the initial interview,

My mom knew all my teachers and always contacted them to ask about me. I appreciate how she was always there for me and encouraged me to do my best, but never pushed me further than I can go so I would lose my self-esteem. My mom is a pretty wise lady. (Int. Int. p. 3)

When I asked Alfred during the initial interview how he thinks his parents perceived literacy, he said, "I don't understand the question... I've never really gone through that with my mom, to be honest. I just don't know... you don't talk about things like these, you just do them." As for the way Alfred himself perceives literacy he said, "except for the definition of the word itself, I wouldn't know how to describe it any other way. Literacy in our country is perceived as knowledge and education and education, it's all about education." He went on to explain how he was taught from a young age that literacy and education are always tied together and they are the only path to success.

When I asked Alfred to tell me a little about his school in his home country, he smiled, leaned back in his chair and said, "I would love to talk about my school." Alfred said that he went to one big private school all his life. It was an "expensive school," as he described it, and he was there from his elementary years all the way to high school. He said, "It wasn't separated into middle school or preschool or anything like that, it was all in one school, one private school from first grade until like, senior year." He remembered that he had to wear a uniform

and follow very strict rules all the time. Since it was an “all-grades school,” as he called it, everybody – students, teachers, staff, and parents – knew each other very well. “Being at school always felt like being a member of a big huge family to me. It almost made me feel lonely every time I went home,” said Alfred with a big smile. When asked to describe the classrooms and the physical layout of the school, Alfred did not say much. The only thing he remembered was that classes were never too big, never more than 20 to 25 students in one room.

All throughout the years of schooling, back in his home country, Alfred had great teachers, as he shared with me during the initial interview. His teachers were kind and caring. They were very strict, as he said, but Alfred claimed to learn a lot from them and from their strict routine. He said, “Some of them were really tough but approachable, I learned a lot from them and some of them really helped shape my personality.” Some of the common practices among teachers back in Alfred’s home school were to give lots of instruction about every homework or task. “They used to write everything on the board and they made sure everyone wrote down the due homework before we leave the class,” added Alfred. Alfred remembered that he had to take frequent quizzes, tests, and exams, after every chapter or unit. He said, “The teacher would not start a new chapter or unit before we all get a good grade on the test or quiz.” Alfred’s favorite school subject is Science. He said, “I love science, I just find biology... just amazing how the body works and how everything is structured.”

When asked, during the initial interview, about social or cultural out-of-school activities back home, Alfred said, “There wasn’t much to be involved in like here in America. Africa is a little different... just hanging out with friends and playing a little sports with them, that’s all.” Alfred talked about how lengthy the school day was, back home. He said that he used to spend most of the day at school, “I almost lived my whole life at school, not much time to do anything else.” When asked about working outside of home while going to school, Alfred said that in his culture this was never an option for students his age. “Back home I never worked because there was no working for us, the idea was never thought of for students my age, it was all about studying and that’s it,” he stated during the initial interview.

I observed Alfred attending a Chemistry class for a whole college semester. During the numerous informal interviews I had with Alfred throughout the semester, he expressed how different school seemed to be for him here in this country than it was back in his home country. Alfred said that the workload back in his old school was much heavier and much more rigorous than it was here in college. He shared with me how thankful he felt for his teachers back home because they prepared him well for college. Alfred said,

College has a good level here in America but not as good as I expected it... much less work and much less expectation from the teachers. Coming from a foreign country, you know, coming from overseas and having that really tough workload, to me, the expectation here is much lower than the standard I’m used to. To me, this is a continuation of high school; even my middle school was tougher than this. Students here are so spoiled in schools. They are so used to easy school life. (Inf. Int. 3 p. 6)

Alfred was surprised with how big and spacious the lecture hall was. "These are just way too many students in one place, no wonder they're not learning like they're supposed to." Alfred talked during one of the informal interviews about how expensive school was back in his home country. He stressed to me that education was much more appreciated in his culture because of all the sacrifices parents make to put their children through school. In Alfred's opinion, literacy in the United States is taken for granted and maybe much less appreciated because of the fact that education is free.

Because of the differences between what Alfred is used to and what he actually experienced in school here, he had to make some adjustments. For example, it took him a while to get used to attending the lecture in an auditorium verses a small classroom. The lack of personal relation and interaction between the students and the teacher was new to Alfred. "This is not teaching at all, this is more like mass production," he once said. Also, the lack of respect that students had for each other and for the teacher was something Alfred never experienced before. He said during the final interview, "How can a student get up and leave in the middle of class while the teacher is still talking? This is so rude!"

Alfred displayed a positive behavior throughout the whole semester. He displayed his punctuality and commitment by always coming to class on time. I noticed that Alfred sat quietly during the lecture; he did not talk to anyone even when other students talked to him. In all my observations, I did not see him take his phone out of his pocket once during a lecture. I observed him being focused

in class, always monitoring every move the teacher made and everything he said. I noticed, while observing Alfred, that not too many students took notes during the lecture. A possible explanation might be that the class material was posted on Blackboard and that is why note-taking was not a priority for students. Most of the students I saw in the auditorium had their laptops with them. They seemed busy, most of the lecture time, with their laptops or their mobile phones. I noticed that Alfred never brought a laptop with him to school. When I asked him if he had one, he said yes.

During the final interview I asked him how he spent his time outside of school. Alfred said that he likes to socialize with his cousins and friends, and sometimes volunteers with the Red Cross. I asked him if he had a job while going to college in the U. S. and he said that, "I am not working, I don't need to work."

One of the questions I asked Alfred at the beginning of the semester and during the initial interview was, "Now as you came to a new place and a new school, do you think people here in this society think of literacy the same way you do or differently?" Alfred answered by saying,

People here think of school as something given, so it's not so important... they don't think much about education, I suppose. I think in America literacy is a little different, I think you know people perceive it a little differently, it's just like talking about the American dream. It's all about succeeding in America, as long as you're successful you're considered literate, I mean, it's not always school, school, school to them like I was taught. (Int. Int. p. 2)

At the end of the semester and during the final interview I asked Alfred if his opinion regarding the way this society perceives literacy had changed and he said, “No, it didn’t.” He also added that he did not change the way he personally perceived literacy either. Alfred stated,

It doesn’t really matter to me how people here think of literacy, what matters to me is just to be able to adapt. As long as I can keep my values and the way I’m studying and adapt so that I can interact with other people, then I think that’s what’s most important to me. (Fin. Int. p. 5)

Alfred further explained how much his parents valued education, the things they had to go through in order for him to go to school, and how much he appreciated all that. Education and literacy are important to him and he expressed that he is not willing to change his values so he can blend in a society that perceives literacy differently.

The last question I asked Alfred during the final interview was about his literacy practices and if he had acquired any new ones over the course of the semester. In this regard Alfred said that he would, for sure, keep his study ethics that he was used to and that he would never slack because slacking is not acceptable for him. He did learn to do things a little differently and it worked better for him this way. He said, “I learned to get out of my personal circle, this was something new for me... to socialize more and study more in groups than alone. It helped me learn from other people and from the way they learn.”

In summary, Alfred perceived literacy as being educated, doing the best possible in school, achieving high goals, and having a successful career. He

learned about literacy from his parents and his school. After going to school here in the United States, Alfred noticed a difference in the way this society perceived literacy. However, his own opinion about literacy did not change over time. About his literacy practices, Alfred made a decision to always study the way he learned, without slacking. He also learned that sometimes it is better to study with friends because one can always learn new studying techniques by watching others study.

Participant #4:

Sabrina (pseudonym) is a 19-year-old female, first-year college student, who graduated high school from Pakistan. Sabrina moved to the United States to live with her older married brother while attending college; she was seeking asylum because of the lack of equal educational opportunity in her homeland. Her father and her mother are still living back home. Sabrina also has an older sister who is married and works as a physician. Sabrina knows Urdu, Arabic, Punjabi, and English. Her main study interest is Business and she wants to major in Business Administration.

Growing up, Sabrina was the youngest in her family. Her brother and sister were 7 and 8 years older than her, so she always had a lot to look up to. She mentioned, during the initial interview, that after raising her older siblings her parents were not too interested in being involved in her school activities and events. However, they were always very supportive of education. They always

encouraged her to never settle for less than her best. “In fact, they have forced me to come over here to stay with my brother, and to study over here because they know it’s better for me,” explained Sabrina. Her parents perceive literacy as a right and the only path to success. “My parents always taught me that literacy is the basic right of every man and woman,” said Sabrina. She also learned that literacy and being literate is not just about degrees, “but it also comes from basic sense of consciousness.”

Sabrina talked about her school back in Pakistan, during the initial interview. She said that she went to an “all-girls private college.” She remembered everyone at school being very strict, but fun and friendly. She had to wear a special uniform to school and she went to school six days a week. She described her classroom as a reasonable size room, not too small and not too big. She said that she always felt comfortable in her classroom. Every classroom had windows, at least two doors, a blackboard, teacher’s desk, about 25 to 30 student’s desks, and a library. Sabrina said, “I used to love the small library we had in class. The teacher allowed us to bring books to share and we used to look forward to reading each other’s books.”

Sabrina considered herself blessed with every single teacher she had throughout her school years. She remembered having very bright and caring teachers, “they were all nice to us, always like a second mother at school,” said Sabrina. “My teacher used to stand and teach us all day, always walking around the classroom and checking on us. I don’t remember seeing my teacher sitting at

her desk,” she said. Sabrina also mentioned that her teacher used to write everything on the board and she always made the students copy what she wrote in their notebooks. The teacher always made sure that all students wrote down their due homework before they left the class. Sabrina remembered having frequent tests and quizzes, almost every week. No one was ever allowed to speak in class without permission, according to what Sabrina said during the initial interview. “Everything was so strict, but good... I liked how the rules were strict in the class, it helps you focus,” she added. Sabrina’s favorite school subjects were always languages. She said she liked studying English and her native language, Urdu.

After-school activities were Sabrina’s favorite thing to do. She participated in several of these, and she always looked forward to them. She played sports and participated in many tournaments. She was always involved in the yearly festivals and carnivals. She went on numerous field trips and she collected a wealth of related memories. Sabrina likes cooking a lot; she considers it to be her favorite hobby. When she was in school she never missed a cooking contest and always went to the “bring-a-dish” parties held by her friends and family. I asked Sabrina if she ever worked outside of home when she was back in Pakistan and she said no. Sabrina said, “In my culture students don’t work until their graduation.”

I observed Sabrina attending an Oral Conversation class for a whole semester. Based on her experience of attending college in the United States,

Sabrina pointed out during the final interview that school in the U. S. was quite different than it was in Pakistan. The class size was bigger than she was used to. Talking about the teacher's expectation Sabrina said, "They don't expect enough from the students here and that's why the students are lazy to do their work. They don't have a strict reward and punishment system either so students don't really care much." Sabrina had to make few adjustments related to classroom rules and teachers' expectations. One of them was getting used to less frequent tests and quizzes. For most of the classes she enrolled in, she only had a midterm and a final exam. Sabrina mentioned during the final interview that this was quite a change for her. The frequent assessments, she had back in her home country kept her on track and enabled her to better calculate her grade.

Sabrina felt that students here in the US are very open when it comes to dealing with each other and with the teacher. She mentioned during the final interview that this has its pros and cons. She didn't like the lack of respect in general that students showed to the school rules and school authorities. "I noticed that the students are not taking school seriously and they're not treating the rules and the school personnel with the respect they deserve," said Sabrina. On the positive side, Sabrina learned from her classmates how to approach the instructor and ask questions or ask for help if needed. To her surprise, as she shared during the final interview, she found out that most instructors and professors are more approachable than she thought they are. "This was a new

experience for me and one of the pleasant adjustments I had to make,” said Sabrina.

Throughout the semester Sabrina had a positive attitude toward learning and she always behaved constructively in class. Sabrina always came to class on time. During class, I noticed that she did not take a lot of notes. The teacher had all the lectures posted on Blackboard and the students probably did not feel the need for note-taking. Unlike other students in the classroom who were always talking to each other, I observed Sabrina not talking to anyone while the teacher was in the room. On oral presentation days and while other students were presenting their speech, Sabrina was always attentive and gave the presenter her full attention. I noticed throughout the semester and over the course of the five speeches assigned in this class that Sabrina’s confidence and public speaking skills improved significantly. Also, near the end of the semester I noticed that Sabrina felt less shy talking to the teacher after class or talking to a classmate. She mentioned during one of the informal interviews, “I’m surprised at how this class gave me confidence to speak in public in front of total strangers.” She also said during the final interview, “this class was a little hard for me because I’m not used to speaking in public and that was the hardest thing for me. Writing all these speeches was not easy for me either, but I learned a lot.”

I asked Sabrina during the final interview how she spent her time outside of school in the U. S. I was interested in knowing whether or not she was involved in any social activities. She shared with me that she had gotten her

driver license and she was having fun driving around and spending time in the shopping malls. She also mentioned that she went to the gym and worked out a lot over the semester, it helped her stay energetic and focused, she said. I asked her if she was working outside of home while going to school here in this country and she said no.

During the initial interview I asked Sabrina “Now as you came to a new place and a new school, do you think people here in this society think of literacy the same way you do or differently?” She then replied saying,

I don't think people here are really into schools like people in my country. There's lack of emotion and passion for learning... I think school is not important here because it's free... in my country everyone has to pay for school that's why we have to strive and it's important to us. (Int. Int. p. 3)

I reminded Sabrina during the final interview with what she had said initially. I was then interested in knowing if her opinion regarding the way this society perceived literacy had changed and she replied that it had not. Moreover, Sabrina added that the way she personally perceived literacy did not change. “I will never change the way I think of literacy no matter where I go,” she said.

When asked about her literacy practices during the final interview Sabrina mentioned that she kept some old ones and learned some new ones. Sabrina said that she was comfortable with study habits and the way she learned to organize her thoughts and assignments. She added that going to college here in the United States and having to deal with a different culture had taught her to be more flexible and accepting of new things. Sabrina said, “I am so glad I learned

to reach out for help when I need it, I mean at school... I learned that it's OK to go talk to the teacher and to ask my friends for help." During one of the informal interviews, Sabrina mentioned that she also learned to use the different resources available on campus. She said that she liked studying in the library with her friends, going out to lunch with them, and talking about school-related topics. Sabrina's academic and social practices' changes were noted in my reflective journal throughout the semester.

In conclusion, Sabrina perceived literacy as being educated and having the basic sense of consciousness. She learned about literacy from her parents, her society, and her teachers back in her home country. Sabrina came to the United States to go to school here. She noticed that people in this society viewed literacy differently. Sabrina chose to keep her own literacy practices that she learned back home and she learned new ones as well. She learned to get out of her own circle, to socialize with friends from school and classmates, and to reach out for help.

Chapter Summary

The purpose of this chapter was to provide an overview of the findings from the collected and analyzed data over the course of one college semester. Raw data was carefully assembled from four involuntary immigrant students attending their first year of college in the United States of America. This was prepared using initial and final interviews, informal interviews, field notes,

participant observation, reflective journals, and guided by the research questions. These data sources were used to focus on the process of learning and not just on the outcome. In my reflective journal I documented the changes participants in this study made to their academic practices and adjustments they needed to make in the process of adapting to the new society.

Very little course documents and artifacts were collected from the participants in this study because most of the course documents and material were posted online. Instructors made the lectures, PowerPoint, discussion questions, and other course material available for students to access and print as needed. Therefore, I noted in my reflective journal, almost following every observation, that students did not see the need to take notes during class. Courses syllabi were the only collected documents and artifacts.

A discussion of the findings, the conclusion, and suggestions for further research will be presented in chapter five.

CHAPTER V: DISCUSSION AND CONCLUSION

The first aim of this study was to examine the difference between the academic literacy definition and views of the involuntary immigrant college students and the academic literacy definition and views of the hosting country. The second aim was to study how these students acquired academic literacy in a college course in relation to their own definition of literacy. The third aim was to document the differences in academic literacy practices acquired by the participants in this study as part of the process of adaptation over the course of a college semester. This chapter will help situate insights gained from both the collected data and the data within the research literature that framed this study. As the research questions were used to guide the collection of data, similarly the research questions were used in this chapter to create themes for discussion and recommendations for future research.

Involuntary Immigrants and Resettlement

As it was mentioned in the first chapter, this study is significant because it focuses on the involuntary group among all immigrant college students. According to Ogbu's "cultural-ecological" theory (1981), academic achievement and attitude towards learning are influenced by the way immigrants are accepted and treated in the host society. Furthermore, their academic achievement and attitude toward learning and succeeding in the host society are influenced by whether or not their immigration was voluntary or involuntary. Ogbu asserted that involuntary immigrants perceive their presence in the host country as a result of

an external force. Therefore, they tend to be less economically successful and are more likely to experience school performance issues. Although all participants in this study were involuntary immigrants, they felt accepted in the society in the United States.

Randy and Lily were members of less economically successful families than the families Alfred and Sabrina belonged to. Consequently, Randy and Lily had to hold jobs outside of college to help support their families, while Alfred and Sabrina did not have to work as they were going to school. The researcher documented, in her reflective journal, some issues related to Randy's and Lily's school performance that arose during the process of collecting and analyzing data over the period of the college semester. These issues were related to the fact that both Randy and Lily were working long hours. Although they tried their best, throughout the semester, to keep their attendance high and not to miss classes, they often times were tired and looked like they lacked the energy to focus. Randy had to miss few discussion sessions because of his work schedule, which reflected on his grade. Lily had to make up a quiz that she missed because of her work schedule, and still did not have time to study for it before the make up date. Even though they were both hard working students and were both committed to school and to their studies, their financial commitment towards their families hindered their school performance.

At the end of the semester, both Randy and Lily received less than the desired grade in their classes unlike Alfred and Sabrina who received the

expected grades, as they all shared with me during an informal interview. Therefore, the results of this study are in keeping with Ogbu's "cultural-ecological" theory. They are also in accordance with Schwartz's (2004) and Vasquez's (2007) research findings. Interestingly, when studying involuntary immigrant college students, their findings were somewhat similar. They both concluded that involuntary immigrant college students struggle to balance between school, work, home activities, and they tend to drop out of their classes. In this study, this was true in Lily's case. A week before the final exam, and after receiving less than satisfactory grades overall on homework, quizzes, and other assignments, Lily decided to drop the class.

As new immigrants in the United States, all four participants in this study were strongly attached to their home country. They mentioned during informal interviews that they were always in touch with friends and relatives back home because it made them feel as if they were still with them. Kunz's (1981) "Exile and Resettlement Refugee Theory" argued that most of the involuntary immigrants' resettlement problems could be tracked back to their emotional attachment to their home country and dependence on their past. He also claimed that these issues of resettlement affect the involuntary immigrants' educational performance and school achievement. The opposite was true in relation to the participants in this study, as all four participants expressed positive influences of their ties to family.

Randy once said, "My cousins back home support me a lot. I always talk to them and they always encourage me to keep doing well in school and keep supporting my family. I hope I see them again soon." Lily's grandmother, back home, was her great support system, as Lily stated once. Lily called her grandmother at least once a day to hear her encouraging voice and get continuous advice from her. Alfred's father was his role model, career wise. Alfred wanted to become a successful physician like his father. He mentioned several times that he was constantly in touch with his father during the day, contacting his father from his mobile phone. Sabrina lived with her older brother here in the United States and contacted her parents, back home, several times daily, as she said. She also had lots of friends back home that she was always calling, chatting with, or otherwise contacting through electronic media. She was always asking them about their school, comparing their performance with hers in a positive and challenging way, as she once shared with me during one of the informal interviews.

All four participants in this study had strong emotional ties to their home country and dependence on their past. As much as this emotional attachment caused them some resettlement problems, it did motivate them to push themselves to do their best and to make their extended family proud of their achievements. According to Kunz's "Exile and Resettlement Refugee Theory", emotional attachment to the homeland, family members, and friends may cause resettlement problems that may, in turn, affect the academic achievement.

However, in this study, this attachment worked as a great support and assurance to their home culture's academic literacy values as well. The more they were attached to their friends and family members in their homeland, the more they were reminded of their previous academic literacy beliefs. They were always reminded of their previous success throughout their school years, which motivated them and helped boost their self esteem. Both Alfred and Sabrina shared with me, during informal interviews, that they were constantly reminded of their childhood academic dreams by family members and friends. After being disappointed for doing less than well on one of her Chemistry quizzes, Lily once told me during an informal interview that talking with her grandmother on the phone made her feel much better. Her grandmother reminded her with all the good grades Lily used to get in science and how much she loved this subject as a little girl. "This, right away, made me gain confidence back in myself," said Lily. Randy was also reminded by his friends of how well he did in school back home and how he used to explain hard concepts to his friends, as he told me once during an informal interview. He said, "It makes me feel strong when I remember how well I did in school, I can't thank my friends enough for supporting me."

Influence of Culture and Educational Experiences on Academic Literacy

This study was concerned with the definition of academic literacy according to the participants in relation to their cultural and educational background. When asked to define literacy, participants of this study replied to the question expressing their opinion according to the way they were brought up

by their families and affected by their cultures. Randy said that he perceives literacy as something a person must have in order to be successful in life and to always aim for career advancement. Lily did not recall her parents talking to her specifically about literacy but she mentioned that she, and her brothers, always “lived the concept of being on a high level of literacy and to always do well in school.” In reply to the same question Alfred said that literacy in his culture is perceived as knowledge and education, “it’s all about education,” he said. As for Sabrina’s definition of literacy, she referred to it as “the basic right of every man and woman.” She also stated that her parents taught her that literacy is not just about degrees but “it also comes from basic sense of consciousness.”

All four participants in this study perceived literacy as doing well in school, being highly educated, and having a successful career. They all acquired literacy in their native language, as well as in English as a second language, in their home country. According to both Krashen’s (1980) and Cummins’ (1991) theories of second language acquisition, all four participants reached literacy level in English, as a target language, in their home country. Therefore, none of the study participants had language problems since second language acquisition steps happened before their college experience.

The role and effect of culture and educational experiences on learners’ biliteracy development were however evident across all four participants’ cases. Reyes (2006) claimed that when learners are exposed to biliteracy activities at an early age they are more likely to become successful biliterates. This was true for

all four participants in this study. They came from the same cultural background and they all attended private schools in their home country where they were exposed to learning English as a second language starting from their early elementary school years. Because of their exposure to biliteracy activities from an early age, and with the help of their families and community members, all four participants were literate in both languages before they entered college in the United States. They were not required to take English classes and they were granted the opportunity to focus on learning the content of the studied material. This in turn, helped them blend well in the new society of the host country. It also provided them the opportunity to take their time adapting to the new college life-style and learning new academic practices.

Additionally, a study conducted by Dominguez and Pessoa (2005) distinguished an over achievement in the literacy levels among students receiving support from family and community members. All four participants claimed a great deal of family involvement in their academic life. Lily mentioned several times during the initial and the informal interviews that her family always sat around the table together, helping and supporting each other during homework time. Randy said that his parents used to check his homework every night, always attended parent-teacher conferences and stayed in touch with teachers following up on his academic performance. Alfred mentioned several times during informal interviews that his mother always supported him and was constantly involved in school activities and events. Sabrina's parents did not

participate as much in school activities as far as volunteering in events but they were continuously supporting her at home and overseeing her achievement, as she explained.

Cummins (1996) explained the difference between basic interpersonal communicative skills (BICS) and cognitive academic language proficiency (CALP). He stated that BICS represents the language that is used every day to interact with one's peers while CALP is acquired when the person reaches proficiency in the cognitive academic language. CALP, according to Cummins, takes longer to acquire but, once acquired, does not need to be relearned in a different society where BICS language is different from that of the learner's. Furthermore, once acquired, CALP can be used to help the learner acquire BICS in a new society. Although all the study participants acquired English (BICS of the United States' society) in their home country, their familiarity with CALP allowed them the time and chance to focus more on the academic practices around them. It should be noted that the participants' familiarity with the content related to the subjects they were studying in college, in the host country, helped their self-esteem and allowed them the opportunity to merge in easily.

Randy, Lily, and Alfred were observed, during this study, while attending a science class which they were quite familiar with its CALP. Sabrina was observed while attending a speech class, and she was given the choice to prepare all her speeches and presentations on topics that were familiar to her. Because of their familiarity with the subject learned, they did not take many notes

during class and very little artifacts and class documents were collected. Therefore, the participants' familiarity with the cognitive language related to the studied context facilitated their analysis of the different academic literacy practices around them. It also allowed them the opportunity to better fit in the society by adapting some of the new practices.

The Changes of Literacy Definition and Views

This study investigated whether or not the research participants changed their definition and views of academic literacy over the course of an academic semester and after they attended college in the United States. According to the results of this study, the students did not change their definition of literacy. When asked during the final interview, and at the end of the semester, about their definition and views of academic literacy in comparison to what they had said during the initial interview, they stated that they did not have any changes to report. They all agreed that being part of a new society required some adaptations but did not result in major changes in views and definition of literacy.

Randy said, during one of the informal interviews, "Being in a new place and a new society is giving me the opportunity to learn how to adjust to new situations. As for the meaning of literacy it is always the same for me." Among the adjustments Randy had to make, and perhaps the most significant one, was having to hold a job while going to school in the United States to support his family and help pay his tuition. To Randy, this was a new experience he learned

to deal with. He never had to work before, since students were not supposed to have a job according to Randy's culture.

Similarly, Lily had to hold a job while going to school, but her views about literacy did not change. During the final interview Lily said, "No matter how much I have to change things around to adjust to my new life here, my views about literacy will always be the same. This is what my parents taught me."

Alfred too did not change his views about literacy. During the final interview he said, "personally, my views about literacy didn't change and it doesn't matter to me how people here think of literacy, what matters to me is just to be able to adapt." Alfred learned to make adjustments to his schedule and his time management skills, but unlike Randy and Lily, he did not have to work while he was going to school in the United States.

Sabrina's views of literacy also remained the same at the end of the college semester. She mentioned during the final interview and one of the informal interviews as well that keeping her own views of literacy was a way of showing loyalty to her parents and to her culture. Sabrina made some adjustments to her new life-style in the United States like adding some social involvement and interaction.

Therefore, this study suggests that policymakers involved in educational reforms within institutions of higher education should be considerate of the diverse body of students, as well as its definition and views of literacy. With this

in mind, universities and educators would most effectively welcome students of different cultural backgrounds by embracing differing connotations of literacy in their curricula and their practices.

New Academic Literacy Practices

Given that the participants in this study did not change their definitions and views of academic literacy after attending college in the United States, it was noted that the changes in their academic literacy practices were not big. Lea and Street's (2000) Academic Literacy Model views literacy as a practice that includes cultural and contextual aspects. This model focuses mostly on the process of acquiring academic literacy and the different practices developed by the students, while doing so, more than the outcomes. In this study I was interested in the new academic literacy practices the research participants developed over the course of the academic semester. The participants were asked during the final interview about any new literacy practices they may have acquired over the course of the college semester. They all claimed that none of their previously used literacy practices were totally omitted. They kept their own academic practices and study habits they always had and they added new ones that were very much tailored to the culture of the new society.

All four participants in this study came from the same cultural background where the individual's performance represented the main element in their academic success. From their early elementary school years, they learned to

follow strict school rules and to develop rigorous study habits. They learned to eliminate noise and distraction while studying. They also learned to study alone. Attending college in the United States and being members of a diverse society opened their eyes to some different academic practices. Some of these practices were brought into this society by other students from other cultural backgrounds and some practices were introduced to them by the host society.

Although they were all determined to keep their old study habits and literacy practices, they claimed that they learned to open up to new ones. Collectively, they learned to study in groups and to share ideas, thoughts, and practices with other students. Randy found out that he learned the material better when he studied with his friends in the library. Lily became a member of one of the study groups created by the instructor, and also mentioned that she learned a lot from other students' study habits. Alfred had his own group of friends who always met in the library to study after class. He said, "Sometimes when you explain something to someone it helps you to learn it even better. It's good to have friends you can study with." Sabrina made friends with two female students who happened to have the same schedule she had. They always met on campus during the day to study. Sabrina said, "It was great and new to me, studying with friends. We always encouraged each other, especially around exams time."

One of the new practices the participants in this study learned is asking for help and seeking different resources. Sabrina said during the final interview, "I learned to go up to the teacher and ask instead of struggling on my own to get

the concept. Before I came here I was too shy to do that, now I learned a better and faster way.” Lily also mentioned during one of the informal interviews that she always counted on her study group members to explain things to her when she had to miss classes because of her work schedule. “I learned that it’s ok to ask my friends to explain things to me, and sometimes they explained it better than the teacher.” The Supplementary Instruction (SI) session that Alfred attended throughout the semester was led by a teacher assistant that Alfred thought was very helpful. “I used to ask her about anything if I didn’t get it from the lecture. Back home I learned to only ask the teacher but it’s not necessarily the case here,” stated Alfred. Randy too learned to seek his friends’ and his SI leader’s assistance to understand hard concepts when needed. He also learned to use the library resources and to look up things on the Internet.

All four participants collectively agreed that getting out of their own circle, making new friends, and studying in groups not only helped them academically but also socially. They often times met their friends for lunch or for a meal together which helped them blend in better and faster in the new society. It also allowed them to learn some new social habits. This is in keeping with Kiang’s (1992) research findings related to refugee Asian American college students. The students in Kiang’s study were all from the same cultural background and had the same academic habits and practices, such as not asking questions and not speaking in classes at all unless being called on. When they entered college in the United States they had to change some of their academic habits and learn

some new ones. For example, they learned to ask questions, ask the teachers to write things on the board, and they learned to seek help through the available resources on campus. Thus, educators should be cognizant of the different academic practices of diverse students and should be constantly encouraged to practice eclectic teaching approaches.

Implications and Recommendation for Future Research

Implications of the study

The study's main goal was to extend the existing research on academic literacies for refugees and involuntary immigrants in the hope of developing programs and student services that would be beneficial for this population of college students. Implications of this study may include designing special orientation events and/or activities for involuntary immigrants' college students upon their admission to college in the United States. During such events and/or activities they would be familiarized and made aware of the American colleges' life style and the different help resources available for them. Participants in this study shared with me, several times during informal interviews, how they wished there was such events designed especially for them. They mentioned that they need more time to get familiar with most of the material presented in college orientation that their colleagues who graduated high school from the United States are already familiar. Such as calculating their GPA, test scores, scholarships, general education classes offered in college... etc.

Universities and colleges' administration and advising staff may consider advising students to enroll in familiar subjects to them, such as science or math, during the first college semester. This will help them blend-in easier in a new society, will enhance their self-esteem, and it will allow them the chance to learn new practices that may be related to the learned subjects. This was true for all the participants of this study. Additionally, in keeping with Cummins' language competence categories BICS and CALP, newly immigrant students should be advised to enroll in classes they are familiar with their CALP. Example of these classes would be science, math, computer... etc. The students' familiarity with the content of such classes will allow them to focus on learning the language used to deliver the material rather than focusing on learning the material itself. It will also grant the immigrant students the time and the opportunity to focus on acquiring some new academic practices related to the learned subject.

Instructors may also be encouraged to design more "group practice" activities where students get the chance to learn from each other and reach out for help among their peers. Students in this study benefited from such opportunities. In accordance with Cummins' model, context-embedded tasks are the ones that offer sufficient context for students to construct meaning with relative ease. Instructors should be made aware of the nature of such tasks to incorporate them in class activities when designing the course assignments and material.

Recommendation for Future Research

This case study research was designed to focus on a small size sample of involuntary immigrants, all from the same cultural background. Further research should be done with a bigger population of involuntary immigrants. Perhaps a whole class or a whole community of college students who were forced out of their homeland may be considered for future research.

Since all participants in this study were from the same cultural background, involuntary immigrant college students from diverse backgrounds may also be considered in future research. It would be interesting to investigate the effect of different backgrounds and cultural beliefs on students' views of academic literacy.

It is also recommended to consider examining the results of this study when applied to a group of voluntary immigrants, such as international college students or students who are studying abroad and planning on staying away from their homeland for a period of time by their own will. Perhaps, the findings would be different when immigrant students are aware of their freedom to go back home upon their choice.

Involuntary immigrant college students observed for a longer period of time is another recommendation for future research. One academic semester was set to be the period of observation and data collection for this study. Observing involuntary immigrant college students for longer than one academic

semester may shed light on more or different academic practices developed over a longer period of time.

Finally, in future research involuntary immigrant college students should be observed in multiple classrooms. The participants in this study were observed only during one class each for a whole academic semester. Findings could be different if they were observed while attending more than one class each for a whole semester. The students may have adapted different academic practices in different classes, giving us a more complete view of changes in their academic behaviors.

Chapter Summary

The overall findings of this study extend the existing research addressing the college education of involuntary immigrants who arrive in the host nation at the post-secondary level. Issues of resettlement, according to involuntary immigrant refugee theories, were discussed in this chapter. Resettlement issues of participants in this study were only related to emotional attachment with friends and family members back home. In this study, these emotional bonds worked as motivational factors and encouraged the participants to keep pressing for their best in the new society. In this chapter, views and definition of academic literacy according to cultural background were discussed and measured up to existing theories and research. All participants in this study came from the same background and almost had the same academic literacy views. They tried their

best to fit in the new society by changing some existing practices and learning new ones, but their original views of academic literacy were not compromised.

Lastly, implications of the study and recommendations for future research were suggested in this chapter hoping to create a more supportive learning environment for involuntary immigrant college students. This in turn may develop new voices for such growing body of college students and may eventually transform their college experience in the United States.

APPENDIX A: RESEARCH INFORMATION SHEET

Title of Study: Involuntary Immigrant College Students Acquiring Academic Literacy: An Exploration of How Their Views of Academic Literacy Impact the Process

Principal Investigator (PI): Amal Essak

Purpose:

You are being asked to be in a research study about immigrant college students and their views of academic literacy and what strategies they develop over the course of a semester. This study is being conducted at Wayne State University and it includes four immigrant college students.

Study Procedures:

If you take part in the study, you will be asked to

- Participate in a short interview (about 15 questions of about 30 minutes) in the beginning of the spring/summer semester. You will have the option of not answering any questions you don't feel comfortable answering, and still remain in the study.
- Allow me to attend all class meetings for one subject of your choice during the whole spring/summer semester to quietly observe and take notes (this will be about 40 to 45 hours).
- Share with me any documents/artifacts related to the class (example: syllabus, notes, homework, worksheets, pictures from a field trip, etc.)
- Participate in a short interview (about 15 questions of about 30 minutes) at the end of the semester. You will have the option of not answering any questions you don't feel comfortable answering, and still remain in the study.

Benefits

- As a participant in this research study, there will be no direct benefit for you; however, information from this study may benefit other immigrant students now or in the future.
- Additionally, information from this study may benefit other people (society) now or in the future to better understand the academic needs of involuntary immigrants in their new society, and to extend the existing research on academic literacies for refugees and involuntary immigrants in the hope of developing programs and student services that would be beneficial for this population of college students.

Risks

There are no known risks at this time to participation in this study.

Costs

- There will be no costs to you for participation in this research study.

Compensation

- You will not be paid for taking part in this study.

Confidentiality:

- You will be identified in the research records by a code name or number to ensure confidentiality. The list will be kept on the researcher's (Amal Essak) computer, which is password protected.

Voluntary Participation /Withdrawal:

Taking part in this study is voluntary. You may choose not to take part in this study, or if you decide to take part, you can change your mind later and withdraw from the study. You are free to not answer any questions or withdraw at any time. Your decision will not change any present or future relationships with Wayne State University or its affiliates. Your decision will not affect your grade in the class and has no reflection on your grade.

Questions:

If you have any questions about this study now or in the future, you may contact Amal Essak at the following phone number. If you have questions or concerns about your rights as a research participant, the Chair of the Human Investigation Committee can be contacted. If you are unable to contact the research staff, or if you want to talk to someone other than the research staff, you may also call to ask questions or voice concerns or complaints.

Participation:

By completing the initial interview, the final interview, and by allowing me to observe you during class throughout the course of the spring/summer semester you are agreeing to participate in this study.

APPENDIX B: INITIAL SEMI-STRUCTURED INTERVIEW PROTOCOL

Initial Semi-Structured Interview Protocol

1. Tell me about your school back home.
2. What was it like in your classroom?
3. Tell me about your favorite school subject. Why did you like it?
4. What kind of activities, outside of school, were you involved in? Tell me more about activity a. Tell me more about activity b.
5. Did you ever work when you were going to school?
6. What's the highest degree your parents have? (Mom - Dad)
7. What was the nature of your parents' interaction with your school and its related activities?
8. How do your parents perceive literacy?
9. In your own words, tell me what does the word "literacy" mean to you?
How do you perceive literacy?
10. What other activities are you involved in that revolve around literacy? For example: social, religious, cultural, etc.
11. How do these impact your understanding/views about literacy?
12. Now as you came to a new place and a new school, do you think people here in this society think of literacy the same way you do or differently?
How? Tell me more.
13. Do you have anything else you want to share?

APPENDIX C: FINAL SEMI-STRUCTURED INTERVIEW PROTOCOL

Final Semi-Structured Interview Protocol

1. Tell me about school now at the end of this semester.
2. How are classes here different than the ones you're used to?
3. How did you like this specific class? What was the most interesting thing about it? Why?
4. In the initial interview you told me that "literacy" means How do you perceive literacy now? Same/different – How?
5. Tell me about any new practices or activities you had to do during this last semester to adjust to this new meaning of literacy (if different) How? Tell me more about it.
6. In the initial interview you told me that people here in this society view literacy as Is it important to you that you think the same way or it doesn't matter to you? How? Tell me more.
7. What kind of activities, outside of school, were you involved in this semester? Tell me more about activity a. Tell me more about activity b.
8. Are you working currently besides going to school? How does this impact your literacy?
9. Do you have anything else you want to share?

APPENDIX D: BIOLOGY 1510 SYLLABUS

Biology 1510 Syllabus

BIO 1510 Basic Life Mechanisms
Course Syllabus
Summer 2011
 (Tentative schedule)

Instructor: *Curtis Greene, Ph.D.*

1370 Biological Sciences Building
 Office phone: (313) 577-2874
 Office Hours: 5:30 PM – 6:30 PM or by appointment
 Email: curtisg477@aol.com

CLASS MEETING LOCATION

146 Delroy Hall

CLASS MEETING TIME:

Mondays and Wednesdays, 4:00 PM – 5:30 PM Room 146 Delroy.

COURSE DESCRIPTION AND OBJECTIVES

Only Engineering students may elect for three credits. BIO 1500 and BIO 1510 required of all biology majors. Factual and conceptual treatment of cell molecules, cell structure, metabolism, genetics, and development. For the science major and certain pre-professional programs. Meets General Education laboratory requirement. Material fee as indicated in the Schedule of Classes (T)

The objective of this course is to understand the structure, metabolism and reproduction of living things from the perspective of the cell. Thus, the course will focus on the role of biochemical and subcellular components including proteins, nucleic acids, and organelles in the nutrition, inheritance and development of plants and animals. This course will also relate these concepts to topical issues such as nutrition, human genetics, and recombinant DNA technology.

This is one of two courses in a two-semester sequence of introductory biology for biology and science majors, including science education and pre-allied health students. This course is required for students planning to major in biology and is a prerequisite for all higher-level biology courses. Students are required to take both lecture and laboratory components unless they are engineering majors; engineering majors are required to take the lecture only. Students taking this course should have completed a previous high school or college level course in biology and chemistry. This course will be taught at a level appropriate for students majoring in biology.

COURSE PREREQUISITES

Prereq: BIO 1050 with grade of C-minus or better, or ACT score of 21 or higher, or passing score on biology placement exam.

OFFICE HOURS

Days and times: **by appointment only**

A mutually convenient appointment at other times may also be arranged by email at: curtisg477@aol.com

In addition, you may e-mail **Dr. Greene** questions or comments. Responses are usually provided within a day or two.

EXAMS

There will be 4 one hour lecture exams, each worth **187.5 points** and can consists of fill in the blanks, multiple choice, essay, short answer and labeling of diagrams. It is strongly recommended that you **DO NOT** miss a lecture exam. I will show you how to calculate your grade to determine your standing in the class at all times. **If at any time you drop below 74% - C average, please make a point to come and see me to discuss your progress in the class.**

If you miss an exam for any reason, **there will be a comprehensive make-up final exam for any missed test or you can substitute this exam for a low exam. This exam will cover all of the material presented over the entire course.**

Note: There is NO- make-ups for lecture exams or lab practical exams!!!

The laboratory portion of this course is a third of the total point score that the final grade is based on. In other words, both lecture and lab portions of this course are important to your grade. You must plan to attend every lecture and go to every scheduled lab session if you desire to do well in this course.

If you miss an exam, there are no makeup exams **under any** circumstances. **So don't ask!!!!!!**

COURSE CREDITS

Every effort will be made to provide the lecture slides on Blackboard a day or more before class.

EXAM DATES

The **Final Exam** is **Aug. 3 at 4:00 PM, in 146 Delroy Hall.** **NOTE THAT THE ROOM IN WHICH THE FINAL EXAM WILL BE HELD IN IS THE SAME AS THE REGULAR CLASS ROOM.** The final exam is scheduled as designated in the Schedule of Classes for this term. **No other time for the final exam will be available, and no exceptions will be made for conflicts such as student travel plans.**

EXAM FORMATS

The exams may include questions that are multiple choice, fill-in-the-blank, problem solving, and short essays. All exams will be closed book and held in class. All you will need is a few sharp pencils. No electronic devices of any kind will be allowed unless indicated otherwise in advance, and cell phones and pagers must be turned off. Anyone who leaves the exam room will not be allowed back in. Late-arriving students should know that admittance into the exam room will not be allowed after the first student has left the room. Scantron forms will be supplied if required. Do not bring your own scantron forms to the exam as you will not be allowed to use them.

There will be four **1 hour** lecture exams. Each exam will be worth 125 points. If you miss an exam, there will be a **comprehensive make up exam** at the end of the term. You can only substitute this exam for one missed or your lowest exam. All other missed exams will be counted as a zero.

GRADING POLICIES:

Your final grade for this class is based on both lecture and lab scores. Lecture is worth 70% of your grade and lab is worth 30% of your grade (if you signed up for the lab portion of the course). There will be 5 lecture exams each worth 187.5 points. Lab practical exams will be worth a total of 250 points. The total possible amount of points earned will either be 750 (3 cr.) for lecture only or 1000 (4 cr.) points for lecture and lab. Grades are based on a modified curved percentage scale with the following range.

A	≥ 95 % (this is an absolutely firm and unchangeable cut-off)
A-	= 90 %
B+	= 87 %
B	= 83 %
B-	= 80 %
C+	= 75 %
C	= 68 %
C-	= 65 %
D+	= 60 %
D	= 55 %
D-	= 50 %
F	= 45% ✖

The instructor reserves the right to adjust the grading scale taking into account the overall class performance. The cut-off for an A, however, will not be adjusted. The decision to adjust the grading scale will be made at the end of the term. Any adjustment to the grading scale may vary between 1-2%.

Class participation and attendance are strongly encouraged but will not be graded. There is no extra credit under any circumstances. Exam grades will be posted on blackboard by your Student ID number as soon as possible after the exam has been administered.

Individual lecture exams may or may not be curved. Overall course scores will not be curved. Course grades will be determined from total point accumulation at the end of the semester.

Students with scheduling conflicts for any exam must notify Dr. Greene in writing by class time at least **two weeks before the scheduled exam**. No make-up exams will be given unless he is notified in writing by this date. Reasonable exceptions will be granted in cases of illness that will require notification prior to the exam and must be followed up with an original signed note from a physician.

EXAM GRADE DISPUTES / CHALLENGE OPTION

Students will have one (1) week after the return of an exam or a written assignment to challenge a grade for any question. Failure to challenge the grade within this period indicates a willingness to accept the grade as is. The challenge should consist of a written description of why the answer is correct based on other published material that you cite. It is not an opportunity to complain.

CHEATING

A strict zero-tolerance policy for cheating will be enforced. Anyone caught cheating on an exam will receive a score of 0 (zero) for that portion of the grade.

Students found to be cheating during an exam (using a "cheat sheet", looking at another's paper, or allowing another to look at yours), will receive a zero for that test with no opportunity to drop or replace that score. A second episode of cheating will result in a grade of F for the course and may also result in initiation of university disciplinary action.

Professional behavior is expected in lecture, which includes respecting your classmates by arriving on time, **turning off cell phones and not talking**, not eating or drinking during class. All students must show respect in language and attitude towards the instructors and their fellow students. You are encouraged to discuss differences of opinion with each other, respectfully, but not during lecture, as this would be distracting to your fellow students and to the instructor as well.

Another word on cell phones- if a cell phone rings during an exam, the owner of the cell phone will be asked to hand in his/her exam and leave the room. **TURN OFF YOUR PHONES (OR, BETTER YET, DO NOT BRING THEM AT ALL) BEFORE EXAMS OR RISK EARNING A ZERO ON YOUR EXAM!!!! OTHER ELECTRONIC DEVICES (IPODS, COMPUTERS, CAMERAS, CALCULATORS, ETC.) MAY NOT BE PRESENT DURING EXAMS, AND IF SEEN THEY WILL BE CONFISCATED ALONG WITH THE EXAM.**

POSTING OF EXAM GRADES

Scored exam grades will be posted on Black Board by Student ID Number as soon as possible after the exam has been administered. The distribution of scores will also be provided in class.

SPECIAL CONSIDERATIONS FOR INDIVIDUALS WITH DISABILITIES

If you have a physical or mental impairment that may interfere with your ability to complete the requirements for this course successfully, you are invited to contact Educational Accessibility Services (1600 David Adamany Library; 577-1851) to discuss appropriate accommodations on a confidential basis.

RELIGIOUS HOLIDAY CONFLICTS

If you have a conflict with any of the scheduled class or exam times due to religious reasons, you must notify Dr. Greene in writing by class time on by class time **two weeks before the scheduled exam**. No make-up exams will be given unless s/he is notified in writing by this date.

Reservation Statement:

The instructor reserves the right to adjust this syllabus as needed. If changes are made, the class will be informed via email and an announcement will be posted. It will be your responsibility to review posted changes.

ADD/DROP POLICY

Add forms will not be signed after the second week of class.

Drop forms must be signed before the end of "study day", which is the day after the last day of classes.

Wayne State has changed the grading policy. There are no more "X" grades. If you sign up for a class, stop attending, and fail to withdraw, you will receive an F for the course. In addition, if you drop the course after 5 weeks, you will be assigned one of the following three marks: WP (withdrew but was passing at the time), WF (withdrew but was failing at the time), and WN (withdrew and never attended class or no graded work). Also, any "I" given to a student will automatically revert to "F" if the work is not completed within one calendar year. There are no exceptions. The failure notation has been changed from an "E" to an "I". Further information on the grading policy can be found at <http://sdol.wayne.edu/RegistrarWeb/Registrar/policies.htm>.

	Points
Exam 1	/ 187.5
Exam 2	/ 187.5
Exam 3	/ 187.5
Exam 4	/ 187.5
*Exam 5	/ 187.5
Lecture Total	/ 750
Lab Total	/ 250
Course Total	/1000

Basic Life Mechanisms Lecture Syllabus Lecture and Exam Schedule: Summer 2011 (Tentative Schedule)			
CLASS	DATE	TOPIC	CHAPTER
1	Mon. May 09	Introduction	
2	Wed. May 11	The Science of Biology	1
3	Mon. May 16	Nature of Molecules	2
4	Wed. May 17	Chemical Building Blocks	3
5	Mon. May 23	Chemical Building Blocks	3
6	Wed. May 25	Exam I	
7	Mon. May 30	No Class	
8	Wed. Jun 01	Cell Structure	4
9	Fri. Jun 03	Cell Structure	4
10	Mon. Jun 06	Membranes	5
11	Wed. Jun 08	Energy and Metabolism	6
12	Mon. Jun 13	Energy and Metabolism	6
13	Wed. Jun 15	Exam II	
14	Mon. Jun 20	How Cells Harvest Energy	7
15	Wed. Jun 22	How Cells Harvest Energy	7
16	Mon. Jun 27	Photosynthesis	8
17	Wed. Jun 28	Photosynthesis	8
18	Mon. Jul 04	No Class	
19	Wed. Jul 06	Cell Communication	9
20	Fri. Jul 08	How Cells Divide	10
21	Mon. Jul 11	Exam III	
22	Wed. Jul 13	Sexual Reproduction and Meiosis	11
23	Mon. Jul 18	Sexual Reproduction and Meiosis	11
24	Wed. Jul 20	Patterns of Inheritance	12
25	Mon. Jul 25	DNA: The Genetic Material	14
26	Wed. Jul 27	Genes and How They Work	15
27	Mon. Aug. 01	Exam IV	
28	Wed. Aug. 04	FINAL EXAM	

UNEXPECTED UNIVERSITY CLOSURES.

If the University is officially closed on an exam day, the exam will be held on the next regularly scheduled class day. Closure of the University is announced by the following mechanisms:

1. the University Newsline (313) 577-5345 *
2. WSU Homepage (www.wayne.edu) *
3. WSU Pipeline (www.pipeline.wayne.edu) *
4. WDET FM (Public Radio 101.9)
5. by other local radio and television stations

* Note: The information on closures and class cancellations is likely to be found at these locations before it is broadcast by local radio and television stations

OTHER

I am happy to write letters of recommendations for students who earn a grade of A/ A- (Conditionally)

Please turn all cell phones off during class and during exams.

Any specific issue not covered by this syllabus will be resolved using University policies.

Disputes that cannot be resolved following the guidelines present in this syllabus will be resolved by following the guidelines of the University "Student Due Process".

APPENDIX E: BIOLOGY 1510 LAB SYLLABUS

Biology 1510 Lab Syllabus

Biological Sciences 1510 Laboratory Schedule Summer 2011

Lab GTA _____ email _____

Lab Coordinator: Linda Van Thiel, Room 2012, Science Hall lvt@wayne.edu

Read the lab exercise(s) and take handwritten notes before attending lab.

Lab	Dates	Exercise Title (Lab Manual)
1	5/9-12	No Lab – Read How to Study Science, Sample Quiz on Blackboard
2	5/16-19 Q 1	Lipids (<i>Experiments...</i> p. 1-7) QUIZ AT BEGINNING OF LAB on lab manual pgs 3-5
3	5/23-26 Q 2	Carbohydrates ☆☆ report #1 ☆☆ (<i>Experiments...</i> p. 9-20)
	>5/30<	Memorial Day: MONDAY LAB & All Monday classes meet on Friday 6/3
4	5/31-6/3 Q 3	Amino Acids ☆☆ report #1 ☆☆ (<i>Experiments...</i> p. 21-29) ELISA Immuno Explorer (handout/Blackboard) ELISA not on quiz
5	6/6-9 Q 4	The Microscope & Cell Structure (handout)
6	6/13-16 Q 5	Prokaryotic Microscopy (<i>Experiments...</i> p. 31-38)
7	6/20-23	~~~ Lab Exam # 1 (Labs 2 - 6) (makeup policy on back) ~~~
8	6/27-30 Q 6	Enzymes ☆☆ report #2 ☆☆ (<i>Experiments...</i> p. 77-86)
	>7/4<	Fourth of July: MONDAY LAB & All Monday classes meet on Friday 7/8
9	7/5-8 Q 7	Cellular Respiration ☆☆ report #2 ☆☆ (<i>Experiments...</i> p. 87-97)
10	7/11-14 Q 8	Photosynthesis (<i>Experiments...</i> p. 97-106) <<<< cannot write a report PV92 Informatics Extraction (handout/Blackboard)
11	7/18-21 Q 9	Cell Reproduction (<i>Experiments...</i> p. 39-51) PV92 Informatics PCR (handout/Blackboard)
12	7/25-28 Q 10	Mendelian Genetics (<i>Experiments...</i> p. 53-64) Corn Genetics (<i>Experiments...</i> p. 107-110) PV92 Informatics Electrophoresis (handout/Blackboard)
13	8/1-4	~~~ Lab Exam # 2 (Labs 8 - 12) (makeup policy on back) ~~~

Lab reports can only be written on the labs marked by an ☆☆. For instructions see *Experiments in Biology* p.117-9

Required Materials:

Experiments in Biology, 5th edition, L. Van Thiel (bookstore)
Biology, 9th edition, Raven & Johnson (bookstore)

Grading and Rules Absolutely No Extra Credit!!

Lab Exam 1 & 2 (70 points each)	140 pts
Lab Report Outline Draft (report #1 only)	10 pts
Lab Report(s)	27 pts
Completion of all 3 PV92 modules (no partial credit)	10 pts
Weekly Quizzes, 10 @ 6 pts (drop 3 lowest)	42 pts
Weekly Lab Activity, 10 @ 3 pts (drop 3 lowest)	21 pts
Total	250 pts

Lab Exams: Makeups or rescheduling may be allowed for **extreme and dire emergencies only**. For non-catastrophic issues, students will be expected to take a **makeup within 24 hours** of their regularly scheduled exam. Permission of the lab coordinator is required for an extension. A makeup may be permitted only if **both of the following** occur:

1. Your lab instructor (GTA) must be notified of the reason for your absence 24 hours of your lab meeting. Call or email your GTA directly or call at 577-2873 (you must know your GTA's first and last names). **You must include your phone number for faster response.** Print your email to provide proof of the day and time of your email in case it is lost in cyberspace. If you do not receive a response within 12 hours, it is your responsibility to make additional contact before the 24 hour time limit expires.
2. Proper **formal written documentation** explaining your absence must be given to your GTA within 2 days of the missed lab (medical billing, obituary, etc.). Photocopied or prescription pad excuse forms will not be accepted under any circumstances.

Lab Reports: Every student must write a complete first lab report on lab 3 or 4. An outline draft of report #1 is due one week after the lab is performed and is worth a maximum of 10 points. Late drafts will not be accepted. Drafts written in full sentences and paragraphs will not be accepted. The first report is due at the student's regular lab meeting three weeks after the lab is performed. Lab reports will not be accepted via email under any circumstances. Late lab reports may be accepted but will incur a loss of at least 2 points per day. A student must attend the lab and perform all of the activities for which any report is written! If a student is satisfied with his/her grade on the first report a second need not be written. Any student wanting to improve his/her score may elect to write a second report on lab 8, 9 or 10. It is due two weeks after the lab is performed. Only the higher of the two reports will be counted.

Weekly Quiz (Q): Each quiz is composed 12 half point questions for a total of 6 points. The quiz is given at the **beginning** of the lab. Questions are from the introductory material in the lab manual. You may use any **handwritten, original notes** you have taken from the lab manual, but cannot use the written lab manual, text book or any other printed, photocopied, electronic materials or old quizzes or exams. You can use only your **own** notes and cannot share these with any other student. Since the lowest three scores are dropped, no make ups will be allowed under any circumstances!

Dropped quizzes cover absences including, but not limited to the following: emergency illness, accident (personal or vehicle), denied border crossing, religious holidays not listed on the University's calendar, faulty alarm clocks, power outage, student-scheduled appointments (medical, professional or personal).

Weekly Lab Activity: Students receive 3 points for each completed lab activity for a maximum of 24 points (8 activities x 3 points each). Partial credit for partial work is not allowed. Students either receive 3 points for doing all of the day's lab work or 0 points for no work or for incomplete work. Since there are 11 labs, students may choose to not do 3 lab activities and still get 24 activity points (see **dropped quiz** absence policy above). Students who do all 11 lab activities will still only get a maximum of 24 points!

Any disruptive student or one not actively participating in the day's activities will not be allowed to remain in class under any circumstances. Any student excused from lab may not return to lab until the next weekly class period!

Any discussion or disagreement regarding any lab or lecture score must be clarified with the GTA or instructor within 7 days of that assignment – after that is too late – the score cannot and will not be changed!

Any student whose lab or lecture answer sheet is altered in any manner and turned in for a regrade or correction will receive a score of zero (0) for that assignment/test. Such students will not be allowed to withdraw. You are responsible for your answer sheet. Whether you or another student alters it, YOU are responsible for it!

APPENDIX F: CHEMISTRY 1240 SYLLABUS

Chemistry 1240 Syllabus

CHM 1240 **Organic Chemistry I** **spring/summer 2011**

Instructor: Dr. Michael Maguire
Office: 123.04 Life Science
email: maguire@chem.wayne.edu

Office Hours: Mon: 10:00 - 12:00, Tues & Thurs: 12:15 - 1:30 p.m.

Sect	CRN	Type	Day of the Week				Start	End	Room	Bldg	Instructor	Email
001	31586	LCT		T	R		1030	1205	0100	LECT	Maguire	al6912
002	31587	DSC		T			0915	1015	0025	STAT	Anthony, T.	ej2104
003	31588	DSC		T			0915	1015	0111	MAIN	Faner, M.	du6160
004	31589	DSC		T			0915	1015	0219	STAT	Yang, Qia	ed0889
005	31590	DSC			R		0915	1015	0214	STAT	Anthony, T.	ej2104
006	31591	DSC			R		0915	1015	1165	MAIN	Faner, M.	du6160
007	31592	DSC			R		0915	1015	0111	MAIN	Yang, Qia	ed0889
008	31814	DSC		T			1230	1330	0135	STAT	Faner, M.	du6160
009	31815	DSC	M				1015	1115	0151	MAIN	Anthony, T.	ej2104
010	31816	DSC			R		1230	1330	0135	STAT	Yang, Qia	ed0889

Room: 146 DeRoy until June 1st. 100 Lect after June 1st.

Text: "Organic Chemistry", Carey & Giuliano, 8th edition

Prerequisite A passing grade in CHM 1220 and CHM 1230

Objective To gain a firm understanding of the structural and functional aspects of organic chemistry

Blackboard Course documents and assignments will be posted to Blackboard. Any grade that the T.A. posts to Blackboard is unofficial.

Homework Work has been assigned from the book to help you study. This work will not be graded, and need not be turned in.

Quizzes There will be eight short ten-point quizzes. These will usually be given during quiz sessions in weeks not containing an exam.

Grading There will be three 100pt written exams; the best two scores will count towards your grade. There will be eight 10pt quizzes; the best six scores will count towards your grade. There will be a comprehensive 200pt final exam. All examinations will be "closed book". One Cards will be required as ID. Calculators and cell phones are not allowed.

Exam dates Thursday June 2 100 Lect
 Tuesday June 28 100 Lect
 Thursday July 28 100 Lect
 Tuesday Aug 2 100 Lect.

Grading Scale

The following grades are represented by the threshold points for the course total.

A 419pts	A- 405pts	
B+ 391pts	B 373pts	B- 354pts
C+ 340pts	C 327pts	C- 308pts
D+ 294pts	D 281pts	F <281pts

Coursework Exams and quizzes will be returned to you, but the final exam will remain in the instructor's office. You may see your final, but you may not take it from the office or photocopy it.

The exam and quiz schedule is subject to change. Two class periods notice will be given.

There will be no opportunity for students to make-up missed quizzes or exams. There will not be a curve, nor will there be any extra credit. You must work within the timeframe allotted to gain the grade you want.

Attendance It is important for students to attend all classes. Lecture time will be used to elucidate scientific principles and to stress the most important topics. The text may not stress every topic that your instructor considers to be important.

Special Needs Students with special needs should make themselves known to the instructor at the earliest opportunity so that their needs can be accommodated.

Cheating Students at this level should not cheat, nor should they tolerate cheating among others. Consistent with the policy of the College of Sciences and the University, students discovered cheating may be expelled from the course and have the incident recorded in their permanent record.

Contacting the instructor and teaching assistants.

We expect that you will contact us through you wayne.edu account, that you will include a subject line, and that you will state your name, class and section number.

It is your responsibility to make sure that your email account is not full.

The email addresses of all graduate teaching assistants are listed on this syllabus and can be found at <http://chem.wayne.edu>

Tentative Class Schedule

Week	Subject	Chapter
1	Lewis structures, basicity, isomers nomenclature,	1 & 2
2	Configuration, Conformation, alkanes, cycloalkanes	2 & 3
3	Alcohols and haloalkanes, radical halogenations	4
4	Alkenes, geometric isomers, elimination mechanisms	5
5	Addition reactions of alkenes, Markovnikov's rule	6
6	Stereochemistry, chirality, Fischer projections	7
7	Nucleophilic substitutions, S _N 1, S _N 2	8
8	Alkynes, dienes, resonance, Diels-Alder	9 & 10
9	Benzene, aromaticity, EAS	11
10	Directing effects, naphthalene, heterocycles, S _N Ar	12
11	nmr, grignard reagents, ,	13 & 14
12	alcohols, diols ethers, epoxides	15 & 16

CHM 1240 Organic Chemistry**Lecture Topics and Reading Assignments from Carey 8th Ed.**

The approximate order of topics discussed in class will be:

Review of structure/function relationships

Definition of organic chemistry

- 1.5 polar covalent bonds
- 1.6 formal charge
- 1.12 curved-arrow convention
- 1.14 electronegativity, acid strength, pKa
- 1.18 Lewis acids and Lewis bases

Hydrocarbons

- 2.11-14 nomenclature of alkanes
- 2.6 methane, sp^3 hybridization, valence bond theory
- 2.8-10 structural isomers
- 2.15 cycloalkanes
- 2.20 ethene, sp^2 hybridization
- 2.21 ethyne, sp hybridization

Conformational Analysis

- 3.1-3 Newman projections
- 3.4-6 Bayer angle in cycloalkanes
- 3.7-10 conformational analysis of cyclohexanes
- 3.11-12 isomerism in disubstituted cycloalkanes

Alcohols and haloalkanes

- 4.1 functional groups
- 4.4 primary, secondary and tertiary notation
- 4.7-8 haloalkanes from alcohols
- 4.9-12 mechanism for conversion of alcohols to haloalkanes
- 4.14 thionyl chloride and phosphorus trichloride
- 4.15-19 free radical halogenation of alkanes

Haloalkanes to alkenes:

- 5.14 dehydrohalogenation of haloalkanes
- 5.15 E2 elimination mechanism
- 5.16 regioselectivity and stereoselectivity of E2 reaction, Zaitsev's rule
- 5.6 stability of alkenes. cis vs trans
- 5.4 E/Z notation for alkene stereoisomers
- 5.18 E1 elimination mechanism
- 5.7 E1 vs E2 competition in cycloalkene production

Alcohols to alkenes

- 5.9-13 dehydration of alcohols via E1 and E2

Alkenes

- 6.4-6 Electrophilic addition to alkenes, Markovnikov's rule
- 6.16-17 addition of halogens to alkenes, stereochemistry
- 6.9-11 hydration of alkenes
- 6.3 hydrogenation of alkenes, stereochemistry
- 6.12-14 hydroboration, oxymercuration, radical hydrohalogenation
- 6.19-20 epoxidation, cis hydroxylation, ozonolysis

Stereoisomers and chirality

- 7.1-5 chirality, + and - optical isomers.
 7.6 R and S enantiomers
 7.7 Fischer projections
 7.11-12 molecules with two chirality centers
 7.15 resolution of enantiomers

Nucleophilic Substitutions

- 8.2 basicity of leaving groups
 8.5 basicity and nucleophilicity
 8.3-4 S_N2 mechanism, sterics & stereochemistry
 8.6-8 S_N1 mechanism, sterics & stereochemistry
 8.9 S_N1 is prone to carbocation shifts
 8.10 role of solvent in S_N1/ S_N2 competition
 8.11 Competition between elimination and nucleophilic substitution.
 16.6 S_N/E competition in Williamson ether synthesis
 8.12 Tosylates

Alkynes

- 9.6-9.7 preparation of alkynes
 9.11-13 electrophilic addition reactions
 9.9-10 hydrogenation of alkynes
 9.5 acetylides
 9.14 ozonolysis

Dienes

- 10.1-7 the allylic position
 10.8 dienes: isolated, conjugated
 10.13-14 electrophilic addition to dienes
 10.15-17 M.O. description of butadiene, Diels Alder cycloaddition

Aromatic compounds

- 11.3 resonance in benzene
 11.4-6 M.O. description of benzene
 11.19 aromaticity, Huckel's rule
 11.6 nomenclature of substituted benzenes

Reaction of substituents on aromatic ring

- 11.12 radical alkylation of alkyl side chains
 11.13 oxidation of alkyl groups to carboxylic acids
 11.14 nucleophilic substitution at benzyl group

Electrophilic aromatic substitutions

- 12.2 electrophilic aromatic substitution
 12.3 nitration of benzene
 12.4 sulfonation of benzene
 12.5 halogenation of benzene
 12.6 Friedel-Crafts alkylation of benzene
 12.7-8 Friedel-Crafts acylation of benzene
 12.9-11 directing effects of substituents
 12.12 activating groups direct to ortho and para positions
 12.13 deactivating groups direct to meta position

12.15-16	multiple directing effects
Heterocyclic and polycyclic aromatic compounds	
11.7	naphthalene, anthracene, phenanthrene
12.17	E.A.S. in naphthalene
11.22-23	pyrrole, furan, thiophene, pyridine, quinoline
12.18	electrophilic aromatic substitution of heterocycles
21.4	basicity of aniline, pyridine, pyrrole, imidazole
Nucleophilic Aromatic Substitution	
12.19-20	S_NAr mechanism
12.21	Elimination-addition involving benzyne intermediates
Spectroscopy	
13.3	nmr
13.4-11	1H spectra
13.15	^{13}C chemical shifts
Organometallic compounds	
14.3-5	Grignard reagents and alkyl lithium salts
14.6-10	reaction of Grignard reagents
14.10	organo copper salts
14.14-16	metal catalysts
Diols, ethers and epoxides	
15.5	review of alcohol reactions
15.5	alkenes to diols by cis hydroxylation
14.4-7	Grignard reagents and the synthesis of alcohols
15.7	alcohols to ethers
16.1	ether nomenclature
16.8	acid catalyzed cleavage of ethers
16.6	Williamson ether synthesis
16.10	epoxides
16.12-13	electrophilic (acid catalyzed) and nucleophilic epoxide ring opening
15.4, 16.11	epoxides to alcohols and diols, reaction with Grignard reagents
CHM 1240 Homework assignments from 8th Edition (not be submitted for grading)	
Chapter 1	42,48,52,54,72
Chapter 2	22,25,26,29,30,47
Chapter 3	19,20,22,23,27,32abc,33cde,40
Chapter 4	23acdch,24abcdchi,27,38,39,40abc,41abc,45,50,51,52
Chapter 5	28abcdofgi,30aeg,32ah,34ad,36abefh,37acd,38bc,40acj,42,44,46
Chapter 6	26, 28, 32, 34,36abodeI,37bed,50,52,53,55,57,58
Chapter 7	33,38,50,54
Chapter 8	20abcd,21,22,24,25abdf,26,32,33abc,40,41,42
Chapter 9	18,20,22,23,25,26,34,37
Chapter 10	23bchi,25,28,30,31,32,36ac,42
Chapter 11	33befijk,35,36,39bch,43abcd
Chapter 12	34abefgijkl,36ac,38abde,39hejiko,45abc,50,62aci,63a,64ac,66,70
Chapter 14	18abfj,19
Chapter 15	18,19,23,25
Chapter 16	21,25abcdghj,34

APPENDIX G: CHEMISTRY 2220 SYLLABUS

Chemistry 2220 Syllabus

CHM 2220 Organic Chemistry II spring/summer 2011

Instructor: Dr. Michael Maguire

Office: 123.04 Life Science

email: maguire@chem.wayne.edu

Office Hours: Mon: 10:00 – 12:00; Tues & Thurs: 12:15 - 1:30 p.m.

Sect	CRN	Type	Day of the Week			Start	End	Room	Bldg	Instructor	Email
001	31571	LCT	T	R		0845	1020	0100	LECT	Maguire	ai6912
002	31578	DSC	M			0915	1015	0111	STAT	Respondek, T.	dv5926
003	31578	DSC	M			0915	1015	0114	STAT	De, S.	dz1511
004	31579	DSC	T			1030	1130	0131	STAT	Respondek, T.	dv5926
005	31580	DSC		R		1030	1130	0131	STAT	Respondek, T.	dv5926
006	31582	DSC	M			0915	1015	0219	STAT	Seo, H.	ei7107
007	31584	DSC	T			1030	1130	0219	STAT	De, S.	dz1511
008	31775	DSC		R		1030	1130	0219	STAT	De, S.	dz1511
009	31776	DSC		R		1030	1130	0035	STAT	Seo, H.	ei7107
010	31777	DSC	T			1030	1130	0137	STAT	Seo, H.	ei7107

Room: 146 DeRoy until June 1st. 100 Lect after June 1st.

Text: "Organic Chemistry", Carey & Giuliano, 8th edition

Prerequisite A passing grade in CHM 1240 and CHM 1250

Objective To gain a firm understanding of the structural and functional aspects of organic chemistry, poly-functional molecules and multi-step reactions.

Blackboard Course documents and assignments will be posted to Blackboard. Any grade that the T.A. posts to Blackboard is unofficial.

Homework Work has been assigned from the book to help you study. This work will not be graded, and need not be turned in.

Quizzes There will be eight short ten-point quizzes. These will usually be given during quiz sessions in weeks not containing an exam.

Grading There will be three 100pt written exams; the best two scores will count towards your grade. There will be eight 10pt quizzes; the best six scores will count towards your grade. There will be a comprehensive 200pt final exam. All examinations will be "closed book". One Cards will be required as ID. Calculators and cell phones are not allowed.

Exam dates

Thursday June 2	100 Lect
Tuesday June 28	100 Lect
Thursday July 28	100 Lect
Tuesday Aug 2	100 Lect.

Grading Scale

The following grades are represented by the threshold points for the course total.

A 419pts	A- 405pts	
B+ 391pts	B 373pts	B- 354pts
C+ 340pts	C 327pts	C- 308pts
D+ 294pts	D 281pts	F <281pts

Coursework Exams and quizzes will be returned to you, but the final exam will remain in the instructor's office. You may see your final, but you may not take it from the office or photocopy it.

The exam and quiz schedule is subject to change. Two class periods notice will be given.

There will be no opportunity for students to make-up missed quizzes or exams. There will not be a curve, nor will there be any extra credit. You must work within the timeframe allotted to gain the grade you want.

Attendance It is important for students to attend all classes. Lecture time will be used to elucidate scientific principles and to stress the most important topics. The text may not stress every topic that your instructor considers to be important.

Special Needs Students with special needs should make themselves known to the instructor at the earliest opportunity so that their needs can be accommodated.

Cheating Students at this level should not cheat, nor should they tolerate cheating among others. Consistent with the policy of the College of Sciences and the University, students discovered cheating may be expelled from the course and have the incident recorded in their permanent record.

Contacting the instructor and teaching assistants.

We expect that you will contact us through you wayne.edu account, that you will include a subject line, and that you will state your name, class and section number.

It is your responsibility to make sure that your email account is not full.

The email addresses of all graduate teaching assistants are listed on this syllabus and can be found at <http://chem.wayne.edu>

Tentative Class Schedule

Week	Subject	Chapter
1	Alcohols, diols, epoxides, ethers (review)	16
2	Aldehydes & ketones, acetals, diols, nucleophilic addition	17
3	Imines, Wittig, Baeyer-Villiger, oxidations of aldehydes	17
4	Carboxylic acids,	18
5	Carboxylic acid derivatives, S_NAc , esters, amides	19
6	Enolates, α -halogenation, iodoform, aldol	20
7	Claisen, Michael, Malonates	20
8	Amines, Hofmann elimination, anilines, diazonium salts	21
9	S_NAr , phenols	22
10	carbohydrates	23
11	lipids, amino acids	24 & 25
12	polymers, DNA	27 & 26

CIIM 2220 Organic Chemistry**Lecture Topics and Reading Assignments from Carey 8th Ed.**

The approximate order of topics discussed in class will be:

Review of ether chemistry

- 15.7, 16.5 alcohols to ethers, Fischer ether synthesis
- 16.8 acid catalyzed cleavage of ethers
- 16.1 ether nomenclature
- 16.4 crown ethers
- 16.6 Williamson ether synthesis
- 16.9 epoxide preparation
- 16.11-13 electrophilic (acid catalyzed) and nucleophilic epoxide ring opening
- 15.4, epoxides to alcohols by reaction with Grignard reagents

Carbonyls

- 17.1 nomenclature of aldehydes and ketones
- 17.4 oxidation of alcohols to carbonyls
- 15.9 Jones oxidation of alcohols
- 15.12 oxidative cleavage of vicinal diols
- 17.6 nucleophilic addition to aldehydes and ketones
- 17.8 acetal formation
- 17.10-11 imines and enamines
- 17.12-13 Wittig reaction
- 17.15 oxidation of aldehydes to carboxylic acids
- 17.17 Baeyer Villiger oxidation, Swern Oxidation

Carboxylic acids and their derivatives

- 18.1, 19.1 carboxylic acid derivative nomenclature
- 18.4,6 resonance, substituents and acidity
- 18.11 preparation from Grignards and CO₂
- 18.13 reactions of carboxylic acids
- 18.14 acid catalyzed esterification, Fischer esterification
- 19.3 nucleophilic acyl substitution
- 19.4 S_NAc for acyl chlorides, anhydrides
- 19.9 acid catalyzed ester hydrolysis
- 19.10 base promoted ester hydrolysis, saponification
- 19.12-13 reactions of amides
- 19.15 hydrolysis of amides
- 18.15, 19.16 lactones and lactams

Reaction at α carbon of carbonyls and esters

- 20.1,2 keto-enol tautomerism, acidity of α hydrogen
- 20.14 acid catalyzed mono α halogenations of carbonyls
- 20.15 iodoform α halogenations of carbonyls in base
- 20.15 α halogenations of carboxylic acids: Hell Volhard Zelinskii
- 20.9 α alkylation, LDA
- 20.3 aldol condensation, in acid and in base.
- 20.4 mixed aldol condensation
- 20.5 Claisen condensation
- 20.6 Dieckmann reaction

- 20.7 cross Claisen condensation
 18.16 malonic acid decarboxylation
 20.11 malonic ester synthesis
 20.17 α,β -unsaturated aldehydes and ketones
 20.18 Michael addition
 20.19-20 addition of Grignard and Gilman reagents
- Amines**
 21.1 amine nomenclature
 21.6 preparation of amines
 21.7&12 exhaustive alkylation of ammonia
 21.13 Hofmann elimination
 21.8 Gabriel synthesis
 21.10 reductive amination, imines, enamines, Schiff bases
- Routes to substituted benzenes not available by E.A.S**
 21.15-16 diazonium salts, nitrosation of arylamines
 21.18 azo coupling, azo dyes
- Heterocyclic and polycyclic aromatic compounds**
 22.4 basicity of aniline, pyridine, pyrrole, imidazole
 12.18 electrophilic aromatic substitution of heterocycle
- Phenols**
 22.4-5 acidity of phenol
 22.6 preparation of phenol (high temperature)
 22.9 Fries rearrangement
 22.13 Claisen rearrangement
 22.14 Phenols and quinones
- Carbohydrates**
 23.2 Fischer projection, D, L notation
 23.4 aldohexoses, epimers
 23.9 ketohexoses
 23.17-19 reductions and oxidations. Alditols, aldonic and aldonic acids
 23.20 epimerization in base
 23.7 pyranose, anomeric carbon
 23.6 furanose
 23.13 glycosides, anomeric effect
 23.14,15 disaccharides and polysaccharides
 23.20 periodic acid cleavage of sugars
- Lipids**
 24.2 fatty acids
 24.4 phospholipids
 24.7 terpenes
 24.11 steroids
- Amino Acids**
 25.1-2 classification
 25.3 acid-base behavior, zwitter ions, pI

- 25.8-13 primary structure determination, sequencing, hydrolysis
 25.18 Merrifield synthesis
 25.19-20 secondary, tertiary, quaternary structure

Nucleic Acids

- 26.1-3 bases, nucleosides, nucleotides
 26.8 double helix
 26.10 replication
 26.11-12 RNA and DNA

Polymerization

- 27.4 chain growth & step-growth polymers
 27.5-6 stereoregularity
 27.8-10 radical, anionic and cationic mechanism of chain growth
 27.11-13 polyamides, nylon, polyesters, polycarbonates

Pericyclic reactions

- Cope, Claisen, [3+3], [4+2]

CIHM 2220 Homework assignments from 8th Edition (not be submitted for grading)

- Chapter 15** 18,19,23,25
Chapter 16 21,25abcdghj,34
Chapter 17 23,24adh,26abcdedgijnr,27,32,34,46
Chapter 18 13ah,14ahdg,15,16acd,17abce,19acdefg,20,21cd,22,23agh
Chapter 19 27abfgh,28abcdgh,29abeghijklmpqt,33ag,35ad,42a
Chapter 20 45,47,51abc,53,54,55,56,61abcd,62abc,69,70,74,75,77abdef,78abcd,79acdefg,82,84ac
Chapter 21 23,24,27,28,33,34abc,36abcdfjk,37abfg,38,40a-h,pq,48abef
Chapter 22 22acf,14ad,15,16ac,19
Chapter 23 11,12,19,26abcdfi,29,31,45,46,47,48,49
 Chapter 24
 Chapter 25
 Chapter 26
Chapter 27 5,15,18,20,21,22,23

APPENDIX H: COM 1010 SYLLABUS

Com 1010 Syllabus

COM 1010 syllabus 1
Spring/Summer 2011

COM 1010: Oral Communication: Basic Speech

Instructor: Bethany Petry	Reference #: 31119
Office: Manoogian Hall - Room 508	Section #: 003
COM Office: Manoogian Hall – Room 585	Meeting Room: Manoogian Hall – Room 225
Office hours: 12:00 – 1:00 W	Term: Spring/Summer 2011
Office phone: (313) 919-1694	Meeting times: 1:00 PM - 2:35 PM MW
E-mail: ei9740@wayne.edu	Mailbox location: Manoogian Hall – Room 585

Course Description

COM 1010 is a course in public speaking that fulfills Wayne State University's general education oral competency requirement as noted in the WSU Undergraduate Bulletin: "Educated persons should be comfortable in situations which require them to make oral presentations, convince others of a point of view, or make appropriate remarks in a formal setting. Along with an inability to write cogently, difficulty in communicating orally is mentioned most frequently by employers and others who evaluate the preparedness of college students to compete in contemporary adult society. Consequently, oral communication is a crucial skill needed for success in virtually every field of endeavor. Prior to completing sixty credits, all students must demonstrate competence in oral communication. . . ." Students will learn the skills required for oral competency through a series of *presentations, written tests, and papers*.

COM 1010 Course Objectives:

By the end of the terms, you should be able to:

- Select and narrow a topic appropriate to the speaking purpose, audience, and situation
- Formulate a thesis statement consistent with the speaking purpose
- Use a suitable organizational pattern and incorporate effective transitions
- Provide supporting material that demonstrates research
- Enact informative and persuasive strategies
- Use effective oral delivery
- Use effective physical delivery
- Select appropriate language to communicate ideas vividly, accurately, and respectfully
- Design and use effective presentational aids
- Engage in ethical communication by demonstrating respect for the audience, the topic, the content, and the consequences of the speech
- Critically evaluate public speeches

Required Course Materials:

- Public Speaking: Second Custom Edition for Wayne State University. Boston: Allyn and Bacon, 2008. (Taken from Beebe, Steven A. and Susan J. Beebe, Public Speaking: An Audience-Centered Approach, 7th ed. Boston: Allyn and Bacon, 2008. AND Beebe, Steven A. and Susan J. Beebe, Communication: Principles for a Lifetime. Portable ed. Boston: Allyn and Bacon, 2008.)
- COM 1010 Course Supplement: Items to Aid in Student Success, 5th ed. Plymouth: Hayden-McNeil, 2010
- 3" x 5" (or 4" x 6") note cards
- 2-pocket folder or binder (for collecting speech materials)

***You should bring to class, EVERY CLASS, the TEXTBOOK and SUPPLEMENT, note paper or a notebook on which to take notes, a usable writing utensil, and the folder or binder in which we keep class materials.**

Important sites: <http://www.blackboard.wayne.edu> (Blackboard) <http://www.pipeline.wayne.edu> (Pipeline)
http://wps.ablongman.com/ab_beebe_pubspeak_7 (companion website for textbook, includes practice quizzes, etc.)

Call C&IT at (313) 577-4778 if you have problems accessing Blackboard.

With the purchase of your textbook, you are provided access to our customized website, MySpeechLab. Please familiarize yourself with this website, as it will be invaluable to you passing this class.

In addition, both the Academic Success Center (Undergraduate Library, <http://www.success.wayne.edu/>) and the Writing Center (2310 Undergraduate Library, <http://www.clas.wayne.edu/writing/>) can help you succeed.

Attendance—Absences:

The following chart will help you understand how many points you will be awarded for attendance.

1-2 absences	50 points
3 absences	40 points
4 absences	30 points
5 absences	20 points
6 absences	10 points
7+ absences	0 points

Attendance—Tardiness:

Please consult the course supplement for the departmental guidelines regarding tardiness. In addition to those guidelines as listed in the course supplement, you are required to abide by the following guidelines:

Tardiness is particularly disruptive in a public speaking class. Every two times you are late for class or leave early, it will be counted as an absence. I will take roll at the start of each class. If you are not present when your name is called during roll, you are considered tardy (unless, that is, if you don't show up for the whole class). Habitual tardiness may result in the loss of attendance points. You will not be allowed extra time if you arrive late during quiz or final exam administration. If you come to class late, after attendance has been taken, you are *personally responsible* for informing me that you were present.

Never walk in on another student who is giving a speech. On all speech days, there will be a sign on the door. Wait at the door until the person has concluded the speech. If you walk in during someone else's speech, you will receive a 5-point deduction from your own.

Assignments and late work policy:

5% will be deducted for all late assignments, with an additional 2% added for each additional late calendar date. (For example, if the assignment is due on Wednesday at 10:30, and you don't turn it in until 4:00 on Thursday, then you will receive a 7% grade reduction for that assignment: 5% for the first day, and 2% for the second day.) This does not include speeches. **You are not permitted to makeup speeches.**

Please do not arrive late to class and expect your submissions to be counted as "on time."

If you have extenuating circumstances—that is, if you're experiencing some sort of problem that you feel is worthy of turning in an assignment late—please come and talk to me **PRIOR TO THE ASSIGNMENT'S DUE DATE AND TIME**. Perhaps we can work something out, but this will be up to me. Chances are, if you don't try to talk with me in advance of the assignment being due, I won't have any sympathy for you.

You must be prepared to speak, take quizzes, and submit papers on the assigned due dates. Please do not ask for an extension because of other exams, because you were busy at work, because of extra-curricular pressures, because you have too much work to do, because you know you would do a better job with more time, and the like. Only serious illness or a personal emergency is an excuse for missing a speech. If you foresee a legitimate conflict with the assigned date (*this does not include lack of preparation!*), consult with me in advance of the date in order to request a change, which I will grant using my own discretion.

In general, **NO MAKEUP SPEECHES WILL BE GIVEN!!!** If you do not show up for your assigned speech date and order, you will likely not be able to make up the speech, whatever the reason. We simply do not have enough time during the semester to make up speeches.

Speeches

Each speech focuses on a particular set of skills related to public speaking. I will grade speeches on the assumption that you have mastered earlier skills and that your learning is progressive. While each assignment emphasizes a new skill set, speeches will be evaluated on both the new skill set and the previously developed skills. *If you feel like you aren't ready for the next speech—that is, if you feel like you need more assistance in the previous set of skills—please come and talk to me and we can work on those skills!!*

- **Speech 1** (3-4 minutes) will focus on audience analysis and purpose.
- **Speech 2** (5-7 minutes) will focus on researching, organizing, outlining, and using presentational aids.
- **Speech 3** (7-9 minutes) will focus on persuasive speaking and reasoning.
- **Speech 4** (3-5 minutes) will focus on language, oral delivery, and physical delivery.

All materials related to the speech assignment are due at the **beginning** of class on the speech due date, unless otherwise announced. If you are late, this means your materials are late as well. If you are there but your materials are not ready to go, they will be considered late. (See above section regarding late work.)

Public Speaking Resource Center

As a student enrolled in COM 1010, you have at your service the wonderful PUBLIC SPEAKING RESOURCE CENTER (PSRC). This is a wonderful resource designed to give you one-on-one assistance with anything related to this class. The PSRC is located in MANO 464, and is free of charge. Due to the amount of traffic in and out of the PSRC, it is highly recommended that you make an appointment rather than simply walking in, although the latter is OK, too. Please understand, though, that if you come in on a walk-in basis, there is no guarantee that someone will be available to assist you. The email address is psrc@wayne.edu, and more information, including Winter 2011 hours, can be found at <http://comm.wayne.edu/psrc.php>

Tests & Quizzes

You are required to take the department's comprehensive final examination worth 20% of the final course grade. *You must plan to take the final at the scheduled time, as listed on your course calendar.* If you have a conflict with the final exam time, you must speak with me by the seventh week of the semester to petition for another time. An exception will be granted *only under extenuating circumstances*, and must first be approved by the Introductory Course Director. If you do not speak with me by the seventh week of classes, you will not receive an exception for the final exam. For more information about the guidelines governing the final exam, please refer to:

<http://sdcl.wayne.edu/RegistrarWeb/Calendars/finals>

In addition, you will take quizzes worth 50 points total. Quizzes may be composed of multiple choice, short answer, and/or essay questions. **No makeup quizzes will be permitted.**

TIP: In addition to consulting the final exam study guide provided in the course supplement, you should take the multiple-choice practice tests provided on the publisher's website to become familiar with the type of exam questions that will be on the departmental final exam. To access the multiple choice tests, visit the publisher online, and use the following path:

- http://wps.ablongman.com/ab_beebe_pubspeak_7
- click the chapter number for which you want to take the practice test
- click the section you want from the choices on the left
- Please note that these are for the original textbook, not our custom book. While they are very similar, they are not exactly the same. To access quizzes for the custom textbook that we use, you should access MySpeechLab.

It will also be helpful for you to use the wonderful tools provided to you on our custom website (MySpeechLab), to which you have access with the code purchased with your textbook.

Written Assignments

You must type all written assignments (including audience analysis statements and outlines) and retain back-up (either on your own personal computer or on an external device such as a flash drive). Since computers and printers fail quite regularly, be sure to back-up your work and prepare hard copies in advance of our class meeting (rather than finishing and/or printing at 9:30 AM or 10:00 AM on the day the assignment is due).

All assignments including multiple pages must be stapled, or they will not be accepted.

Writing Style:

I will ask that you follow these standards for written work:

1. Type all assignments (unless otherwise noted).
2. Make and keep a copy of all assignments you prepare. I'm human, and may misplace a paper.
3. Turn in your assignments on time. There are no certain exceptions to this.
4. Write and rewrite your work; proofread by reading your work aloud to yourself and/or a friend and make necessary corrections. Making a few corrections written on the final copy is acceptable, and preferable to turning in an unproofed paper. If you know this is your weak point, PLEASE seek help with your writing.
5. "Finish" your paper by removing tractor feed, separating pages, and stapling the paper; special folders, etc. are unnecessary.
6. Learn how to use your computer: wacky margins, quadruple spacing, creative fonts, etc. are distractions. You should use a 10- to 12-point readable font with reasonable margins. All typed work should be 1 ½-double spaced. However, you are not at all required to use Times New Roman for your work.
7. Use APA style for your writing assignments and for citing sources both in written form and in oral form. Guidelines for how to do this can be found both in your textbook and in your course supplement.
8. Avoid plagiarism, over-reliance on quotation from the readings, and unattributed quotation from the texts.

Class assignments (specifics of each assignment to be given via individual assignment descriptions):

Speech #1 - 50 pts:	Speech of self-introduction (Course Supplement pp. 36-37, 57-64)
Speech #2 - 160 pts:	Informative speech (CS pp. 36-37, 65-94) (including audience analysis paper and library research assignment)
Speech #3 - 175 pts:	Persuasive speech (CS pp. 36-37, 95-122) (including audience analysis paper)
Speech #4 - 100 pts:	Ceremonial speech (CS pp. 36-37, 123-132)
Self-critique - 60 pts:	A personal assessment of your own videotaped informative speech (CS pp. 82-83).
Quizzes - 50 pts total:	Announced quizzes on class material, including reading, discussions, and supplementary material.
Final exam - 200 pts:	Comprehensive, departmental final—multiple choice, short answer
Attendance - 50 pts:	Please see above for attendance guidelines
Participation - 155 pts:	Participation points are earned through peer review of speeches and other in class assignments as determined by the instructor throughout the semester.
Audience analysis:	Written report of how you see your speech fitting in with your given audience (to be completed for speeches 2 and 3) (CS pp. 32-35, 73-74, 109-110).
Library research:	Assignment designed to help you use the library and gather resources for your persuasive speech. (CS pp.75-78)

1000 points total**Final course grades**

A = 930-1000 (93-100%)	B+ = 870-899 (87-89%)	C+ = 770-799 (77-79%)
A- = 900-929 (90-92%)	B = 830-869 (83-86%)	C = 730-769 (73-76%)
	B- = 800-829 (80-82%)	C- = 700-729 (70-72%)
D+ = 670-699 (67-69%)	F = 0-599 (0-59%)	
D = 630-669 (63-66%)		
D- = 600-629 (60-62%)		

WP: if you are passing the course (based on work due to date) at the time the withdrawal is requested.

WF: if you are failing the course (based on work due to date) at the time the withdrawal is requested.

WN: if no materials have been submitted, and so there is no basis for a grade

You must submit your withdrawal request online through Pipeline. I must approve the withdrawal request before it becomes final, and you should continue to attend class until you receive notification via email that the withdrawal has been approved. Students who stop attending but do not request a withdrawal will receive an automatic F (failing grade). Students who have not officially withdrawn from the class must earn a minimum of 600 out of 1000 points (D-) in order to receive course credit. Students who are Communication majors must receive a minimum of 730 out of 1000 points (C) in order to receive course credit.

These are the ways I view particular grades:

- ✓ When I assign a "D," I intend to communicate that the minimum standards for the assignment have been met, and also that *significant deficiencies exist*.

- ✓ When I assign a "C," I intend to communicate that the *basic expectations of the assignment have been met*; this is not a "bad" grade, nor a "punitive" grade, and it is one that I frequently assign. It's a grade that, theoretically, most work should receive. You have simply done what I have asked of you on any given assignment.
- ✓ When I assign a "B," I intend to communicate that the *quality of work is distinctly above that which the assignment required*. A grade of "B" does not indicate a deficiency—it means "above average," that is, "more than sufficient, even for a major in the discipline." You have done a bit *more than asked* on any given assignment.
- ✓ I assign an "A" to work that I *consider innovative, creative, intellectually rigorous, and demanding*. "A" work typically integrates your reading and almost always *goes well beyond (but still includes) the basic requirements of the assignment*.

Finally, please note—I **do not give you a grade, you earn a grade!!!**

University activities:

Please consult the course supplement for guidelines regarding scheduled university activities. If you are a student athlete, you should give me your accommodation letter with dates of travel by the second week of class.

Student Responsibilities:

You are responsible for class material presented when you are absent. Consult your classmates (on a voluntary basis) for notes and discussion of material you missed. I will not supply you with notes from class. It is not my responsibility to remind you that you were absent or to re-present the material covered. Absences on days when speech sign-up sheets are available may result in me assigning your speech presentation date. It is your responsibility to stay informed and to keep up with class assignments. You are responsible for presenting speeches and submitting assignments on their due dates.

***You will be required to access your WAYNE STATE email on a daily basis and check in with blackboard at <http://www.blackboard.wayne.edu> to verify your grades and any missing assignments. I will use the primary e-mail address that you list on your info card. YOU WILL BE RESPONSIBLE FOR ANY MATERIAL SENT VIA EMAIL.** This means that if you know you are experiencing e-mail problems, you should kindly ask someone in class—on a regular basis until your e-mail problem is fixed—if she or he might let you in on any e-mail correspondence pertaining to class.

Class Participant Conduct:

In order to provide class members the opportunity to do their best work, and to provide a relatively comfortable environment for giving presentations and learning, students need to conduct themselves in an appropriate manner at all times. You should review the *Undergraduate Bulletin* for guidelines concerning student conduct and responsibilities. In addition, please follow these class policies:

- (1) Avoid distracting behaviors during class (e.g., talking, blowing bubbles, reading the newspaper, doing other work, listening to headphones, etc.).
- (2) Remain in your seat during presentations, unless asked to do otherwise by the presenter.
- (3) If you are late, do not enter during presentations. Wait quietly outside until you hear the applause for the speech and then enter.
- (4) In general, conduct yourself in a professional manner at all times.
- (5) Consult with me if you have any sort of questionable material in your presentations (e.g., animals, potentially offensive material, etc.). I highly encourage creativity, but we do need to establish some guidelines on a case-by-case basis.

- (6) **TURN OFF your cell phones and pagers.** If your cell phone or pager goes off once during the semester, you will receive a warning. If it goes off a second time, you will be asked to leave class and will be counted as absent for the day.
- (7) If you come into class late, please do so as not to interrupt those who were here on time. This means don't walk in front of whoever is speaking; if we are sitting down, take the nearest empty seat; if we are working in groups, find a group to go to on your own and ask them what is going on; etc.
- (8) You are welcome to use a laptop computer to take notes in class. I will expect you to email me the notes you took during class BEFORE you leave class each day. The building is wireless, so this should not be a problem.

Failure to conduct yourself according to these guidelines may result in a grade penalty for the course.

Active Involvement:

Active involvement in the class is important to your learning. We will be engaging in activities that will help you progress in the course material and prepare your speeches. Remember that attendance is not the same as participation. You should come to class having read the assignments and prepared to apply material. Class will be conducted on the assumption that you have completed the reading assignment. Refer to your syllabus for the assigned readings for each day. Because we will not cover all material in class, you are responsible learning the assigned material and asking questions about content that you do not understand.

Grade Appeals on Assignments:

If you wish to appeal a grade on an assignment, you need to follow these procedures. I will not discuss individual grades during class time. Nor will I entertain grade complaints during class time.

- You need to wait at least 24 hours before setting up an appointment and submitting your written grade appeal to insure that you have time to carefully read and consider the feedback.
- After you have read my feedback, submit a typed, written appeal that identifies the specific issue in question (e.g., outline, delivery, quiz item, etc.), and explains reasons why you feel the grade should be changed. Please refer to any class materials that support your rationale for a change.
- The written appeal should be submitted at least 24 hours prior to the appointment.
- When you arrive for the scheduled appointment, bring in your graded copy of the item in question (e.g., speech feedback form, paper, etc.) and any additional evidence to support your claims and be ready to present them.
- After meeting with you, I may wish to contemplate the matter. In any case, I will decide within two school days whether to change or uphold the grade.
- I will provide you with a written justification of my decision. We need to meet within one week (7 days) of the grade's issue.
- Grade appeals will not be considered after that "statute of limitations" has expired.
- If we cannot come to an agreement, you are welcome to follow the formal grade appeal procedure as outlined in the Student Code of Conduct.

You may feel compelled to compare grades with others in the class. If both of you are fine doing this, then there is nothing I can do to stop you. However, please be aware that you don't know every single circumstance surrounding how I graded the work of one of your classmates. I try to grade on an individual basis. For example, if I know you are diligently working on improving your delivery, your delivery grade might be different than someone who feels as though she or he has nearly perfect delivery. I may expect more out of the latter person, and grade accordingly. In short, keep in mind that you are appealing your grade, not how you were graded compared to others. I strive to make sure grades are individual, rather than comparative evaluations.

Plagiarism and Cheating:

Please consult the course supplement (pp. 17-19) for guidelines on academic integrity, including cheating and plagiarism.

APPENDIX I: SAMPLE – ONE BIO 1510 LECTURE

Sample – One BIO 1510 lecture posted online

Respiration

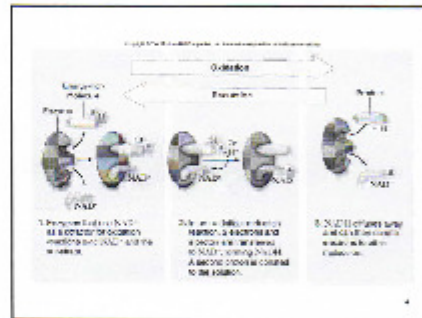
- Organisms can be classified based on how they obtain energy:
- Autotrophs
 - Able to produce their own organic molecules through photosynthesis
- Heterotrophs
 - Live on organic compounds produced by other organisms
- All organisms use cellular respiration to extract energy from organic molecules

Cellular respiration

- Cellular respiration is a series of reactions
- Oxidations – loss of electrons
- Dehydrogenations – lost electrons are accompanied by protons
 - A hydrogen atom is lost (1 electron, 1 proton)

Redox

- During redox reactions, electrons carry energy from one molecule to another
- Nicotinamide adenine dinucleotide (NAD⁺)
 - An electron carrier
 - NAD⁺ accepts 2 electrons and 1 proton to become NADH
 - Reaction is reversible



- In overall cellular energy harvest
 - Dozens of redox reactions take place
 - Number of electron acceptors including NAD⁺
- In the end, high-energy electrons from initial chemical bonds have lost much of their energy
- Transferred to a final electron acceptor

- Aerobic respiration
 - Final electron receptor is oxygen (O₂)
- Anaerobic respiration
 - Final electron acceptor is an inorganic molecule (not O₂)
- Fermentation
 - Final electron acceptor is an organic molecule

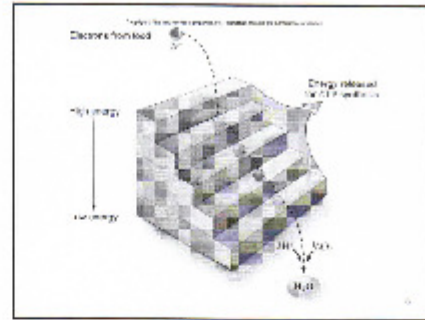
Aerobic respiration



$\Delta G = -686\text{kcal/mol}$ of glucose

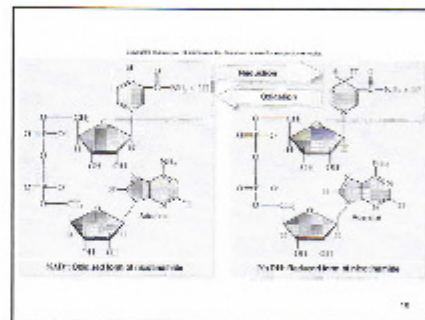
ΔG can be even higher than this in a cell

- This large amount of energy must be released in small steps rather than all at once.



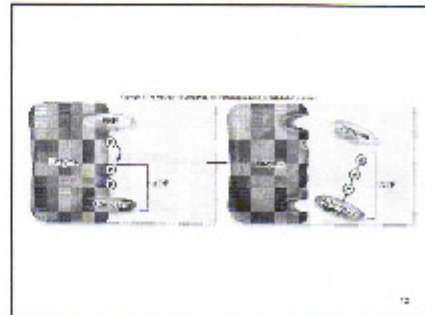
Electron carriers

- Many types of carriers used
 - Soluble, membrane-bound, move within membrane
- All carriers can be easily oxidized and reduced
- Some carry just electrons, some electrons and protons
- NAD^+ acquires 2 electrons and a proton to become NADH



ATP

- Cells use ATP to drive endergonic reactions
 - $\Delta G = -7.3\text{ kcal/mol}$
- 2 mechanisms for synthesis
 1. Substrate-level phosphorylation
 - Transfer phosphate group directly to ADP
 - During glycolysis
 2. Oxidative phosphorylation
 - ATP synthase uses energy from a proton gradient.

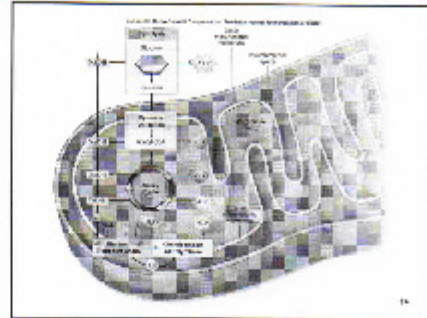


Oxidation of Glucose

The complete oxidation of glucose proceeds in stages:

1. Glycolysis
2. Pyruvate oxidation
3. Krebs cycle
4. Electron transport chain & chemiosmosis

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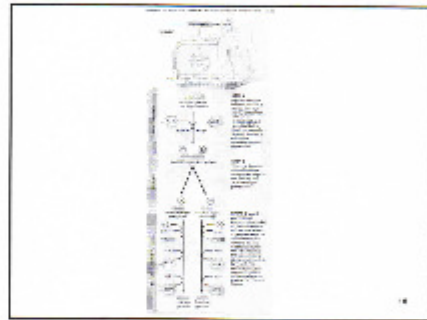


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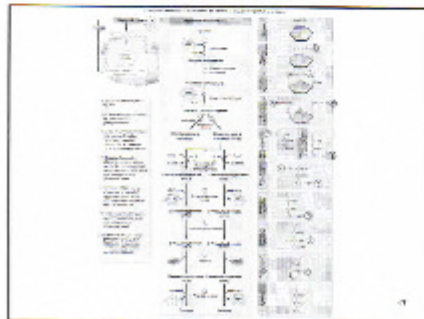
Glycolysis

- Converts 1 glucose (6 carbons) to 2 pyruvate (3 carbons)
- 10-step biochemical pathway
- Occurs in the cytoplasm
- Net production of 2 ATP molecules by substrate-level phosphorylation
- 2 NADH produced by the reduction of NAD⁺

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NADH must be recycled

- For glycolysis to continue, NADH must be recycled to NAD⁺ by either:

1. Aerobic respiration

- Oxygen is available as the final electron acceptor
- Produces significant amount of ATP

2. Fermentation

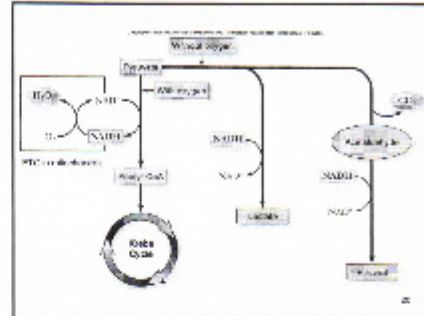
- Occurs when oxygen is not available
- Organic molecule is the final electron acceptor

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Fate of pyruvate

- Depends on oxygen availability.
 - When oxygen is present, pyruvate is oxidized to acetyl-CoA which enters the Krebs cycle
 - Aerobic respiration
 - Without oxygen, pyruvate is reduced in order to oxidize NADH back to NAD⁺
 - Fermentation

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Pyruvate Oxidation

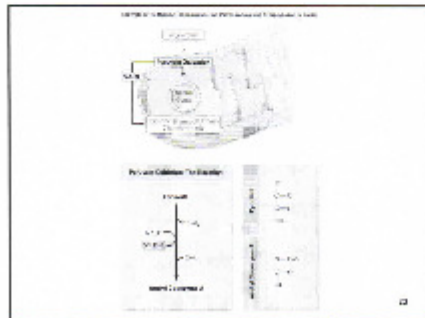
- In the presence of oxygen, pyruvate is oxidized
 - Occurs in the mitochondria in eukaryotes
 - multienzyme complex called pyruvate dehydrogenase catalyzes the reaction
 - Occurs at the plasma membrane in prokaryotes

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Products of pyruvate oxidation

- For each 3 carbon pyruvate molecule:
 - 1 CO₂
 - Decarboxylation by pyruvate dehydrogenase
 - 1 NADH
 - 1 acetyl-CoA which consists of 2 carbons from pyruvate attached to coenzyme A
 - Acetyl-CoA proceeds to the Krebs cycle

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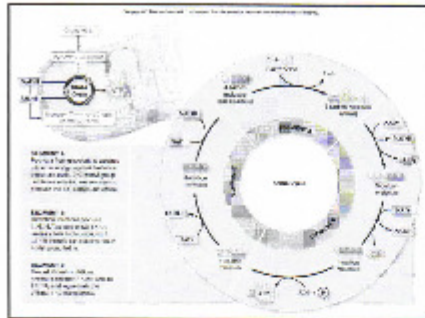


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Krebs Cycle

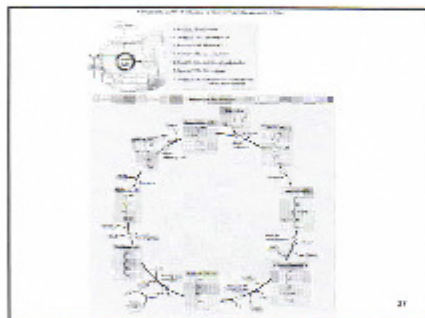
- Oxidizes the acetyl group from pyruvate
- Occurs in the matrix of the mitochondria
- Biochemical pathway of 9 steps in three segments
 1. Acetyl-CoA + oxaloacetate → citrate
 2. Citrate rearrangement and decarboxylation
 3. Regeneration of oxaloacetate

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Krebs Cycle

- For each Acetyl-CoA entering:
 - Release 2 molecules of CO₂
 - Reduce 3 NAD⁺ to 3 NADH
 - Reduce 1 FAD (electron carrier) to FADH₂
 - Produce 1 ATP
 - Regenerate oxaloacetate

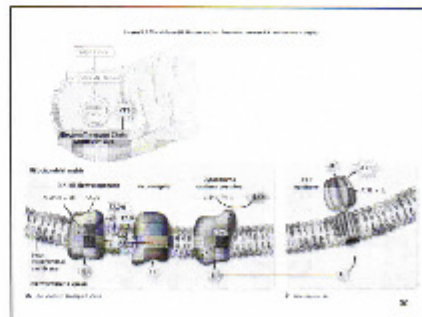


At this point

- Glucose has been oxidized to:
 - 6 CO₂
 - 4 ATP
 - 10 NADH
 - 2 FADH₂
- These electron carriers proceed to the electron transport chain
- Electron transfer has released 53kcal/mol of energy by gradual energy extraction
- Energy will be put to use to manufacture ATP

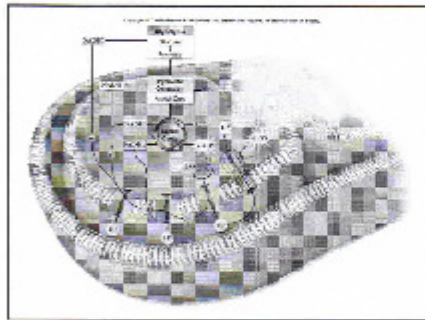
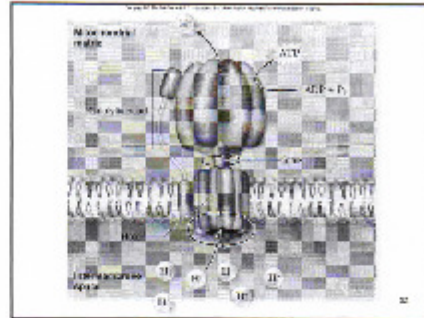
Electron Transport Chain

- ETC is a series of membrane-bound electron carriers
- Embedded in the inner mitochondrial membrane
- Electrons from NADH and FADH₂ are transferred to complexes of the ETC
- Each complex
 - A proton pump creating proton gradient
 - Transfers electrons to next carrier



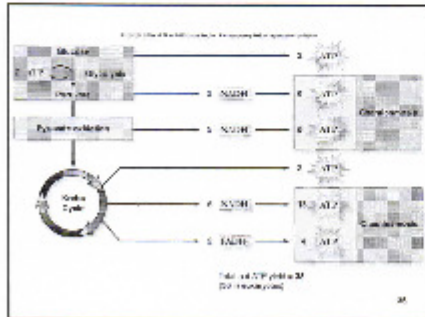
Chemiosmosis

- Accumulation of protons in the intermembrane space drives protons into the matrix via diffusion
- Membrane relatively impermeable to ions
- Most protons can only reenter matrix through ATP synthase
 - Uses energy of gradient to make ATP from ADP + P_i



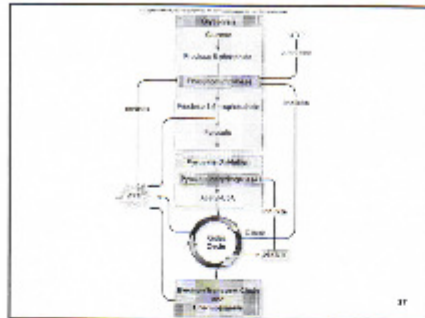
Energy Yield of Respiration

- Theoretical energy yield
 - 38 ATP per glucose for bacteria
 - 36 ATP per glucose for eukaryotes
- Actual energy yield
 - 30 ATP per glucose for eukaryotes
 - Reduced yield is due to
 - "Leaky" inner membrane
 - Use of the proton gradient for purposes other than ATP synthesis



Regulation of Respiration

- Example of feedback inhibition
- 2 key control points
 1. In glycolysis
 - Phosphofruktokinase is allosterically inhibited by ATP and/or citrate
 2. In pyruvate oxidation
 - Pyruvate dehydrogenase inhibited by high levels of NADH
 - Citrate synthase inhibited by high levels of ATP

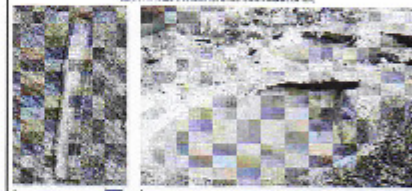


Oxidation Without O₂

1. Anaerobic respiration
 - Use of inorganic molecules (other than O₂) as final electron acceptor
 - Many prokaryotes use sulfur, nitrate, carbon dioxide or even inorganic metals
2. Fermentation
 - Use of organic molecules as final electron acceptor

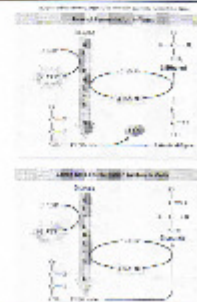
Anaerobic respiration

- Methanogens
 - CO₂ is reduced to CH₄ (methane)
 - Found in diverse organisms including cows
- Sulfur bacteria
 - Inorganic sulfate (SO₄) is reduced to hydrogen sulfide (H₂S)
 - Early sulfate reducers set the stage for evolution of photosynthesis



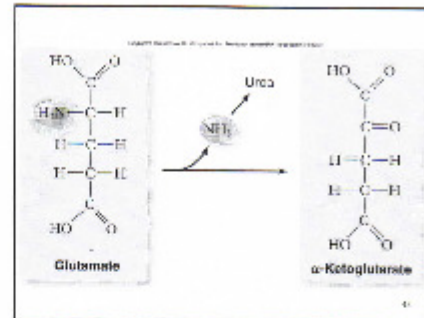
Fermentation

- Reduces organic molecules in order to regenerate NAD⁺
1. Ethanol fermentation occurs in yeast
 - CO₂, ethanol, and NAD⁺ are produced
 2. Lactic acid fermentation
 - Occurs in animal cells (especially muscles)
 - Electrons are transferred from NADH to pyruvate to produce lactic acid



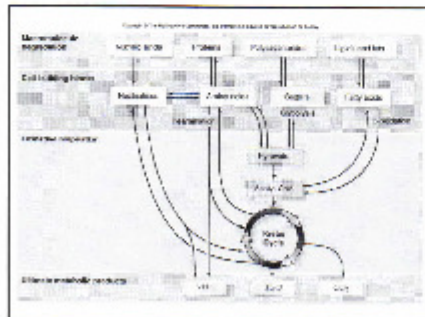
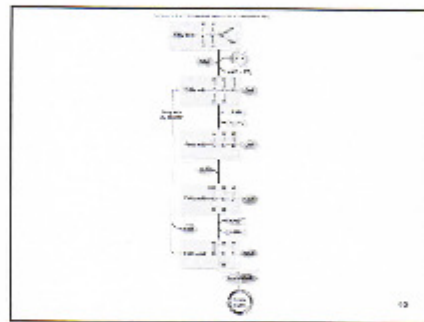
Catabolism of Protein

- Amino acids undergo deamination to remove the amino group
- Remainder of the amino acid is converted to a molecule that enters glycolysis or the Krebs cycle
 - Alanine is converted to pyruvate
 - Aspartate is converted to oxaloacetate



Catabolism of Fat

- Fats are broken down to fatty acids and glycerol
 - Fatty acids are converted to acetyl groups by β oxidation
 - Oxygen dependent process
- The respiration of a 6-carbon fatty acid yields 20% more energy than 6-carbon glucose.



Evolution of Metabolism

- Hypothetical timeline
 1. Ability to store chemical energy in ATP
 2. Evolution of glycolysis
 - Pathway found in all living organisms
 3. Anaerobic photosynthesis (using H_2S)
 4. Use of H_2O in photosynthesis (not H_2S)
 - Begins permanent change in Earth's atmosphere
 5. Evolution of nitrogen fixation
 6. Aerobic respiration evolved most recently

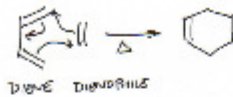
APPENDIX J: SAMPLE – ONE CHM 1240 LECTURE

Sample – One CHM 1240 lecture posted online

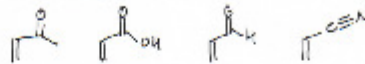
CHM 1240

WEEK 10

DIELS ALDER CYCLOADDITION



REACTION WORKS BEST WHEN ELECTRON-WITHDRAWING GROUP IS ATTACHED TO DIENOPHILE
ELECTRON-WITHDRAWING GROUP =



THE ATOM DIRECTLY ATTACHED TO THE DIENOPHILE IS ALSO MULTIPLE-BONDED TO AN ELECTRONEGATIVE ATOM.

DIELS ALDER REACTION HAS REGIO SPECIFICITY AND STEREO SPECIFICITY.

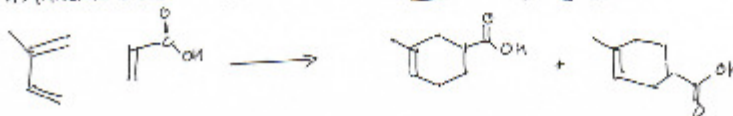


SYMMETRIC DIENE + SYMMETRIC DIENOPHILE → 1 PRODUCT

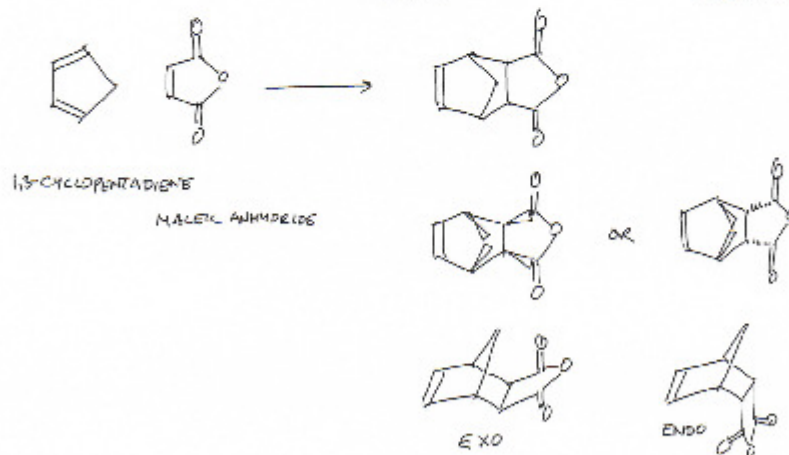
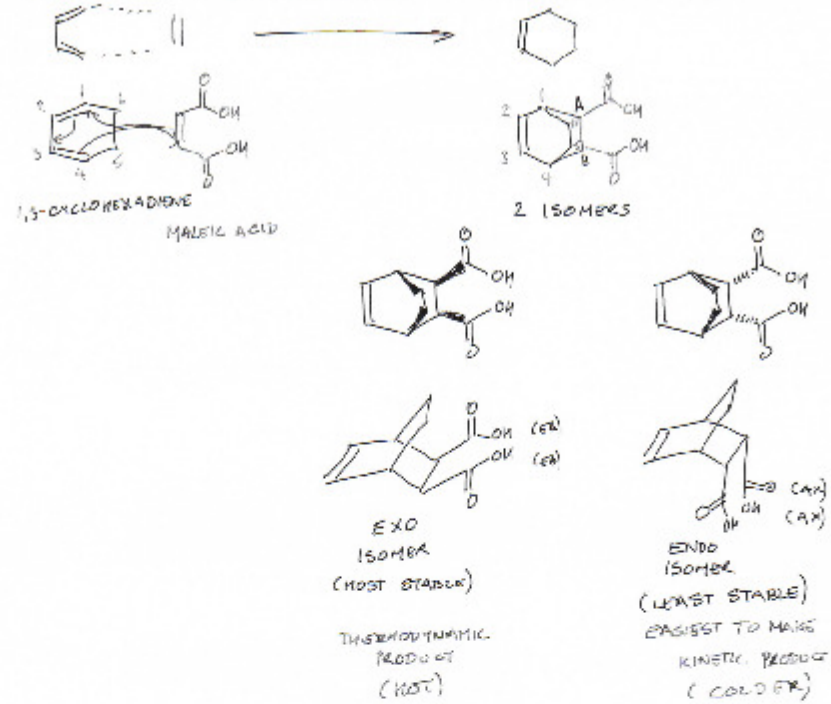
ASYMMETRIC DIENE + SYMMETRIC DIENOPHILE → 1 PRODUCT

SYMMETRIC DIENE + ASYMMETRIC DIENOPHILE → 1 PRODUCT

ASYMMETRIC DIENE + ASYMMETRIC DIENOPHILE → 2 PRODUCTS



DIELS-Alder WITH CYCLIC REACTANT → BICYCLIC PRODUCTS



ALSO DIBONDIBLE CAN BE IN ALKYNE



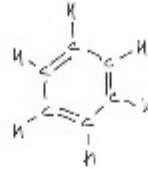
CHAPTER 11

AROMATIC MOLECULES

VERY STABLE MOLECULES.

BENZENE C_6H_6

KEKULÉ



HÜCKEL

IN ORDER TO BE AROMATIC, MOLECULE MUST:

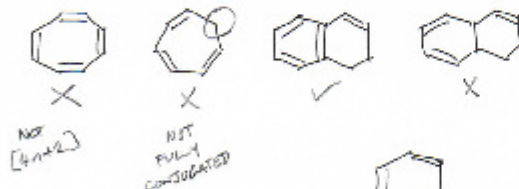
- ANNULENE
- BE CYCLIC
 - BE PLANAR
 - BE FULLY CONJUGATED (ALTERNATING DOUBLE-BONDS AND SINGLE-BONDS)
 - HAVE $[4n+2]$ π ELECTRONS. $n =$ ODD NUMBER.

WHEN $n=1$, $(4 \times 1) + 2 = 6 \pi e^- = 3 \pi$ BONDS

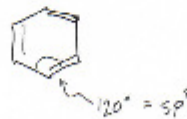


$[4n]$ π ELECTRONS \rightarrow ANTI-AROMATIC AND UNSTABLE

AROMATIC?

NOT $[4n+2]$

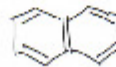
NOT FULLY CONJUGATED



HÜCKEL'S RULE PREDICTS AN AROMATIC MOLECULE WITH $10 \pi e^-$
 $n=2$, $4n+2 = (4 \times 2) + 2 = 10 \pi e^- = 5$ DOUBLE BONDS

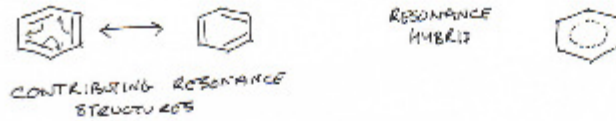


1,3,5,7-CYCLOHEPTATRIENE
 DOESN'T EXIST



NAPHTHALENE
 AROMATIC ✓

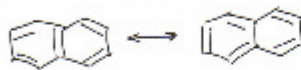
MOLECULES THAT CAN DELOCALIZE ELECTRONS ARE STABLE



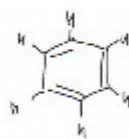
EXTRA STABILITY WHEN:

THE CONTRIBUTING RESONANCE STRUCTURES ARE IDENTICAL

ELECTRON-DELOCALIZATION DOESN'T GENERATE A NEW SEPARATION OF CHARGE (\oplus AND \ominus)



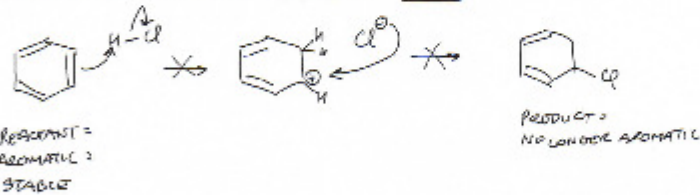
REACTIONS OF BENZENE



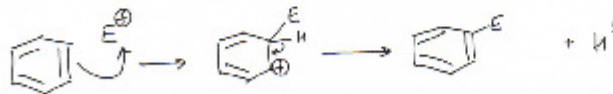
ELECTRON-RICH
REACTS WITH E^{\oplus}

ELIMINATION? NO
NUCLEOPHILES? NO
ELECTROPHILES? YES

ELECTROPHILIC ADDITIONS DO NOT WORK

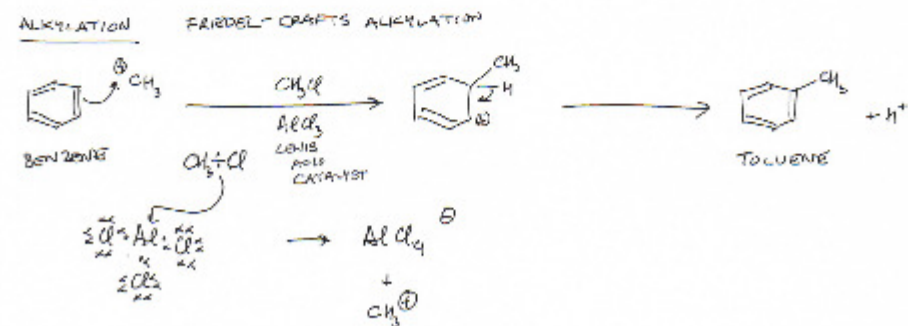
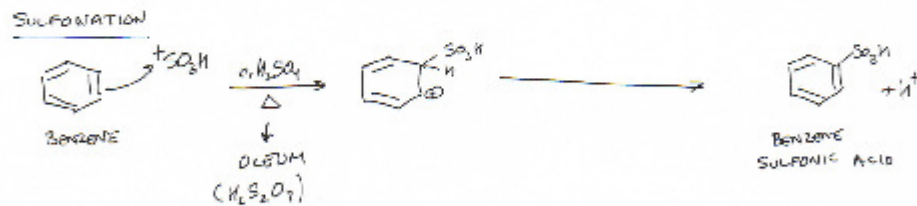
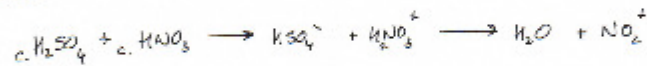
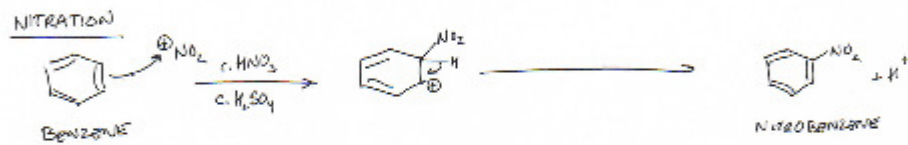
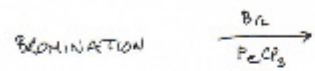
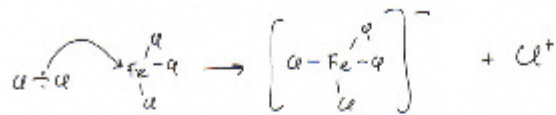
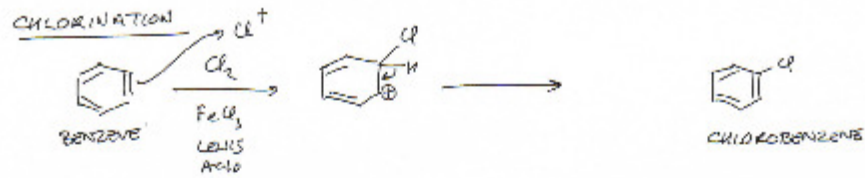


BENZENE REACTS BY ELECTROPHILIC AROMATIC SUBSTITUTION E.A.S



SAME MECHANISM FOR ALL E.A.S.

PROBLEM = GENERATING RELIABLE E^{\oplus}

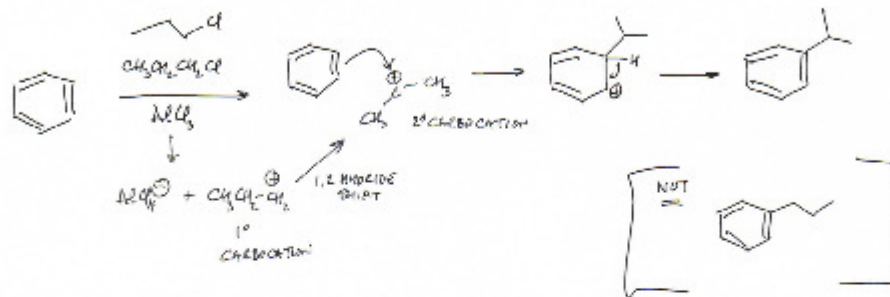


PROBLEMS WITH FRIEDEL-CRAFTS ALKYLATIONS:

- SLOW
- CANNOT FRIEDEL-CRAFTS A DEACTIVATED RING
- CANNOT FRIEDEL-CRAFTS TO A META POSITION
- CANNOT FRIEDEL-CRAFTS AN ANILINE

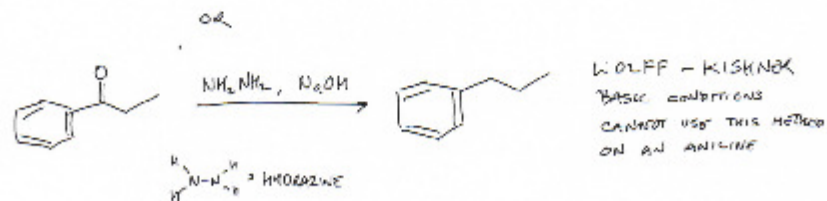
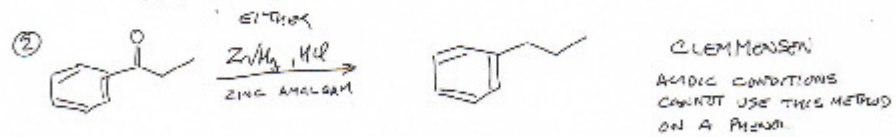
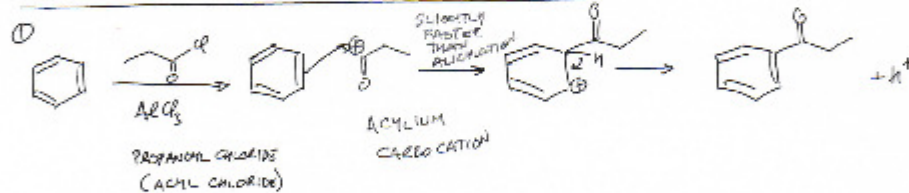
* CARBO CATION SHIFTS *

CANNOT ADD A STRAIGHT CHAIN ALKYL GROUP TO THE RING



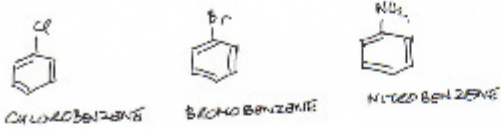
CAN OVERCOME THIS LAST PROBLEM BY.....

FRIEDEL-CRAFTS ACYLATION AND HYDROGENATION

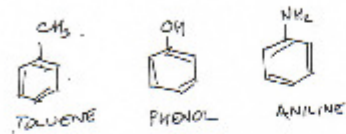


NOMENCLATURE

SOME SUBSTITUENTS DON'T CHANGE THE NAME OF THE RING.....

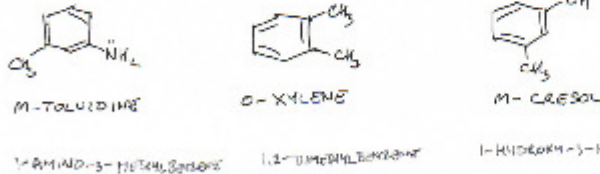
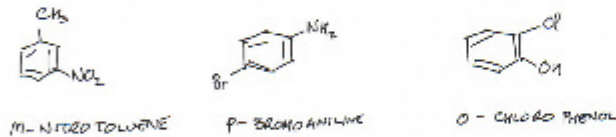
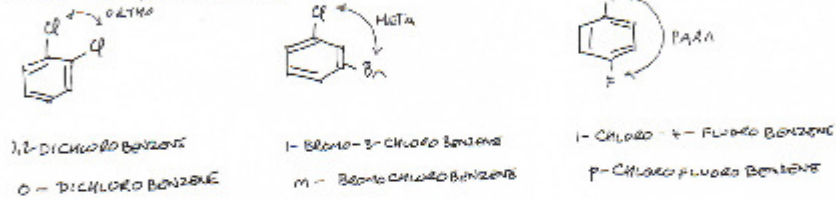


OTHERS DO.....

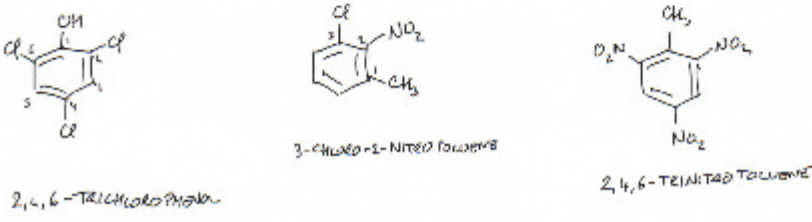


O, M, P CAN ONLY BE USED TO DESCRIBE 2 SUBSTITUENTS.

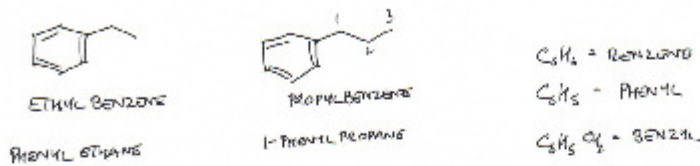
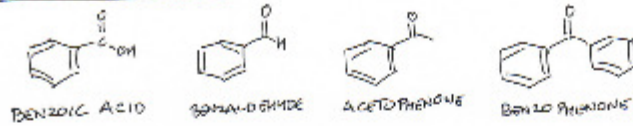
RINGS CAN HAVE MULTIPLE SUBSTITUENTS



SYSTEMATIC NAMING SYSTEMS ARE BEST



OTHER COMMON NAMES



THERE ARE TWO TYPES OF SUBSTITUENTS TO THE RING:
ACTIVATING OR DEACTIVATING

ACTIVATORS

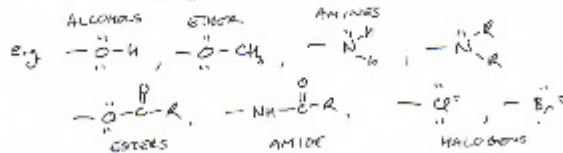
SUBSTITUENTS CAN ACTIVATE THE RING TO E.A.S. BY TWO WAYS

+I INDUCTIVE EFFECT = OPPOSITE OF ELECTRONEGATIVITY
ABILITY TO PUSH ELECTRONS AWAY IN A CONSTANT BOND
e.g. -CH₃, ALKYLs (WEAK EFFECT)

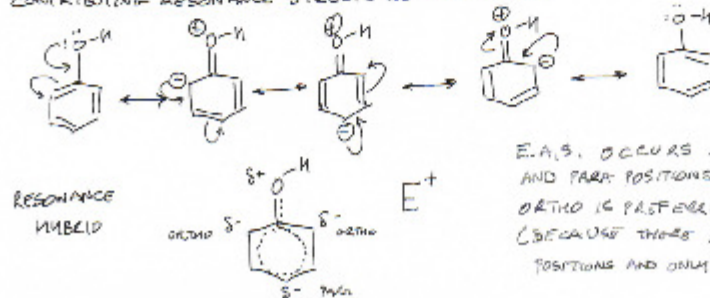
+R RESONANCE EFFECT = DONATES ELECTRONS INTO THE RING BY ELECTRON-DELICIALIZATION.

ELECTRON DONATING GROUP = ATOM DIRECTLY ATTACHED TO RING

HAS A LONE-PAIR OF ELECTRONS



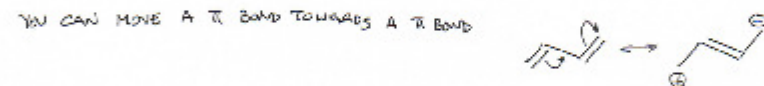
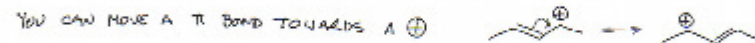
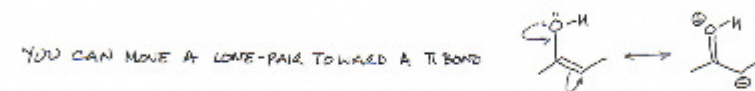
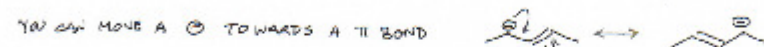
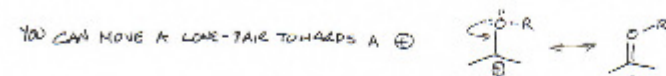
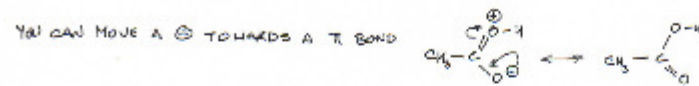
CONTRIBUTING RESONANCE STRUCTURES FOR PHENOL



E.A.S. OCCURS AT ORTHO AND PARA POSITIONS.
ORTHO IS PREFERRED POSITION (BECAUSE THERE ARE TWO ORTHO POSITIONS AND ONLY ONE PARA)

RULES FOR ELECTRON DELOCALIZATION

NO ATOMS MOVE

NO σ BONDS BREAKONLY THE ELECTRONS ASSOCIATED WITH LONE-PAIRS, CHARGES, OR π BONDS CAN MOVE

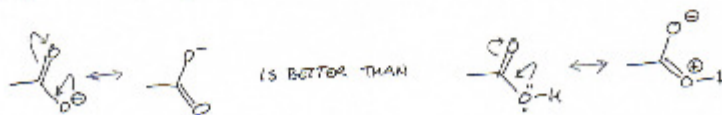
DELOCALIZING ELECTRONS ALWAYS LOWERS THE ENERGY OF A MOLECULE

THE MORE CONTRIBUTING STRUCTURES A MOLECULE HAS, THE MORE STABILITY IT ACHIEVES

THE BEST CONTRIBUTING RESONANCE STRUCTURES ARE THOSE THAT ARE IDENTICAL TO EACH OTHER



CONTRIBUTING RESONANCE STRUCTURES THAT DO NOT INTRODUCE A NEW SEPARATION OF CHARGE ARE BETTER THAN THOSE THAT DO.

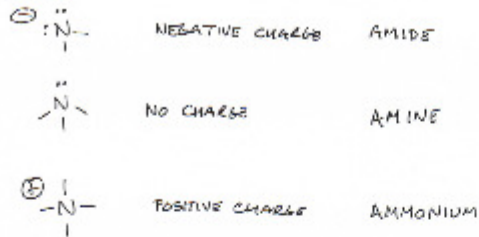


APPENDIX K: SAMPLE – ONE CHM 2220 LECTURE

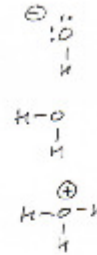
Sample – One CHM 2220 lecture posted online

CHM 2220

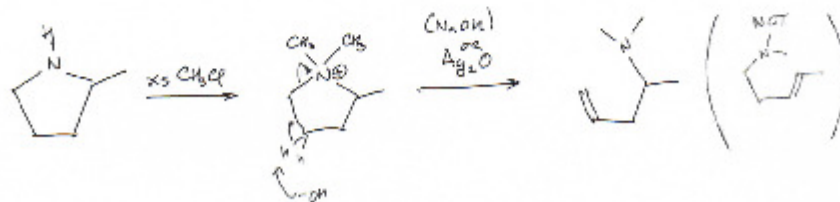
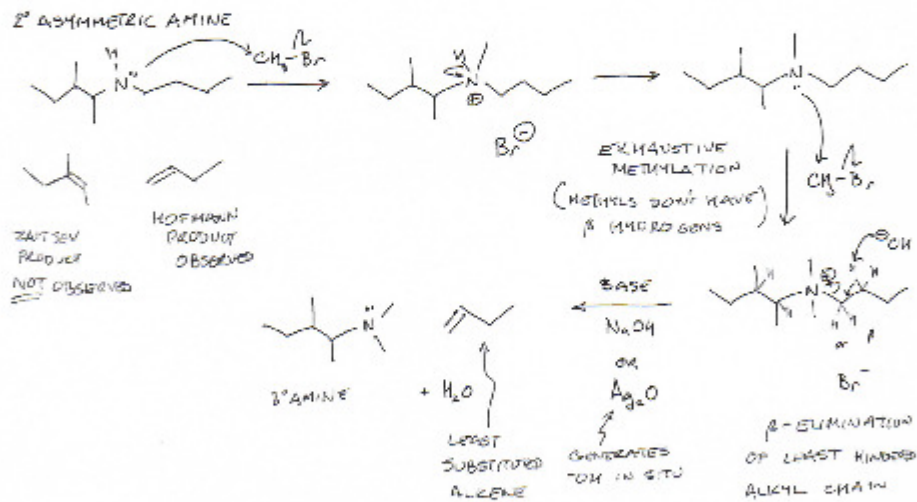
AMINES

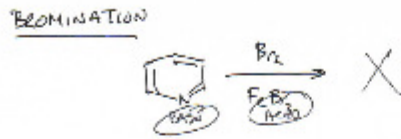
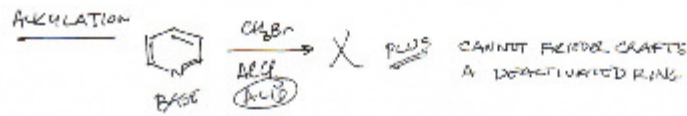


WEEK 8

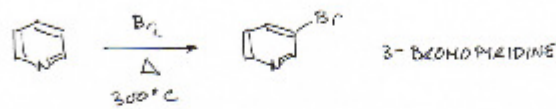


HOFMANN ELIMINATION = β -ELIMINATION FROM A QUATERNARY AMMONIUM SALT THAT GENERATES THE ANT-ZAITSEV PRODUCT



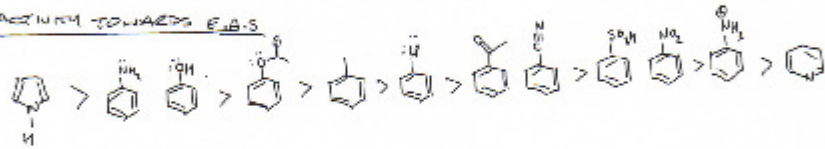


CANNOT USE ACID CATALYSTS IN THE PRESENCE OF BASE



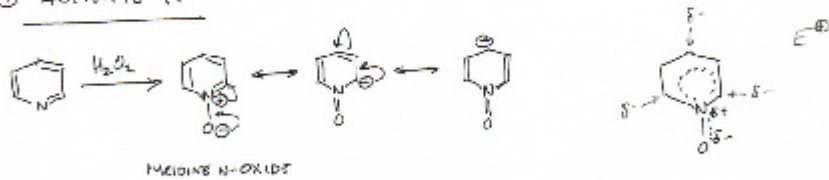
PYRIDINE IS DEAD TO ELECTROPHILES.

REACTIVITY TOWARDS E+ S

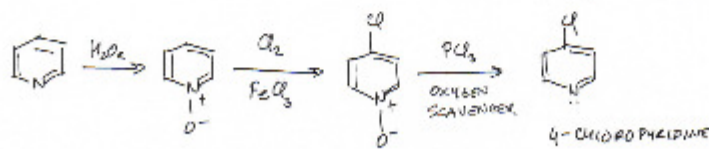


SOLUTIONS TO THE PROBLEM OF PYRIDINE'S UNREACTIVITY TOWARDS ELECTROPHILES:

① ACTIVATE IT

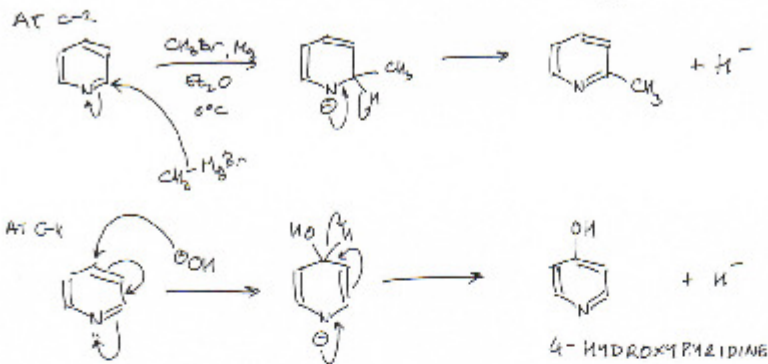


C-2, C-4, C-6 ARE ACTIVATED, C-4 IS USUALLY THE PREFERRED POSITION FOR E+ S.



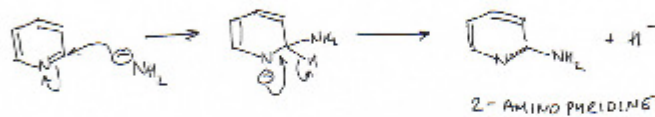
② REACT WITH NO CLEOPHILES

NUCLEOPHILIC AROMATIC SUBSTITUTION S_NAr

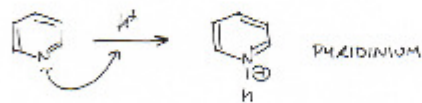


CHICHIBABIN

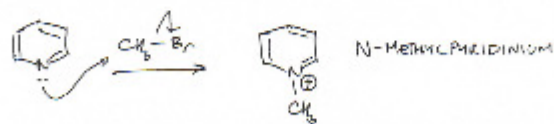
NUCLEOPHILIC AMINATION OF A PYRIDINE



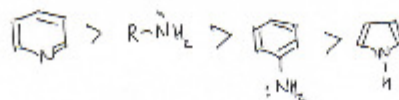
PYRIDINE ACTS AS A BASE



PYRIDINE ACTS AS A NUCLEOPHILE



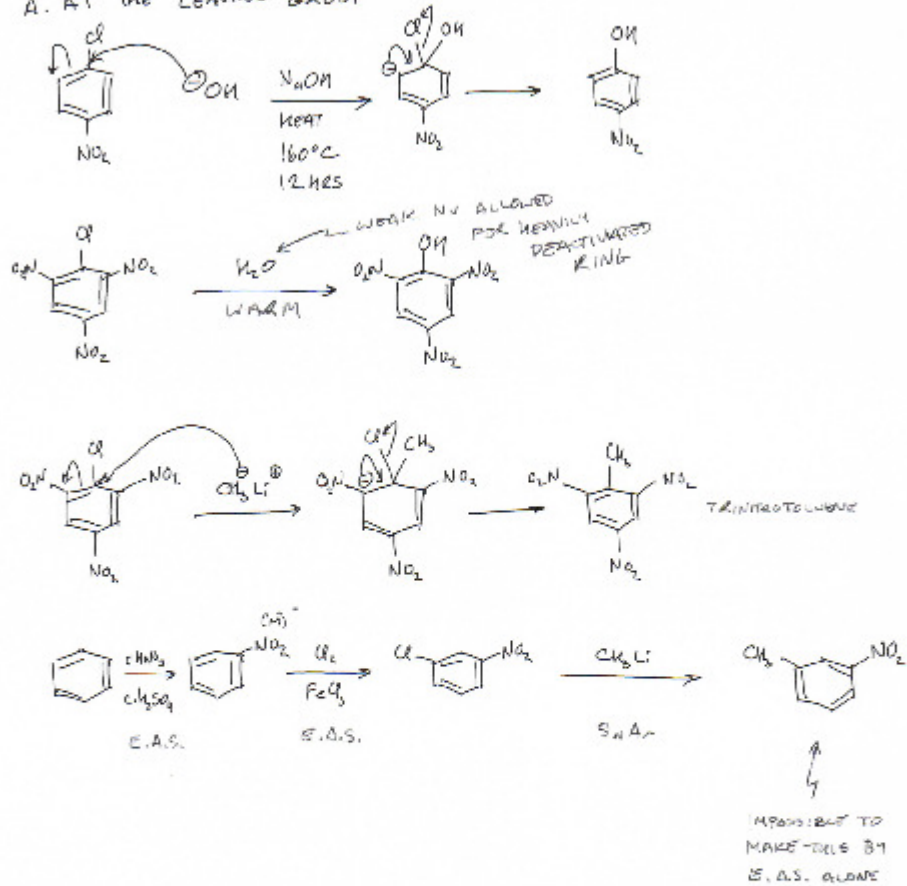
BASICITY



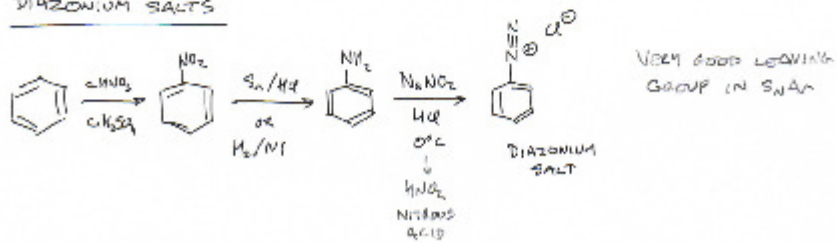
NUCLEOPHILIC AROMATIC SUBSTITUTION IN NON-HETEROCYCLIC RINGS, DEACTIVATED RINGS ONLY

Q. WHERE DOES NUCLEOPHILIC SUBSTITUTION OCCUR?

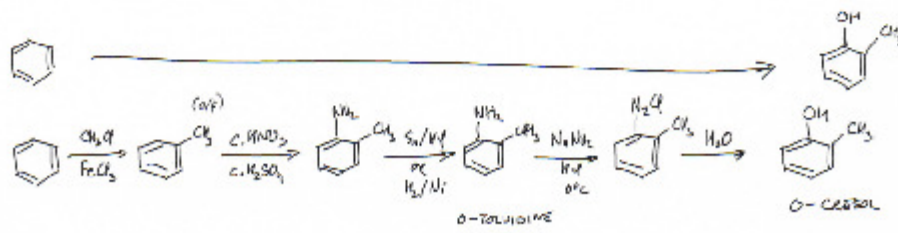
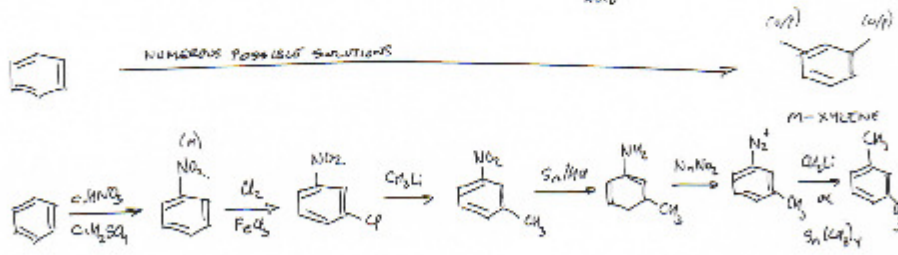
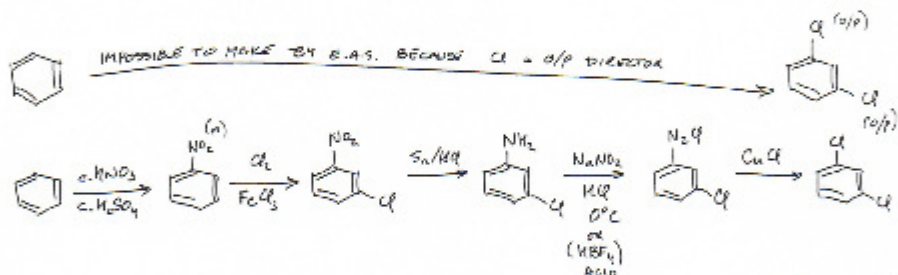
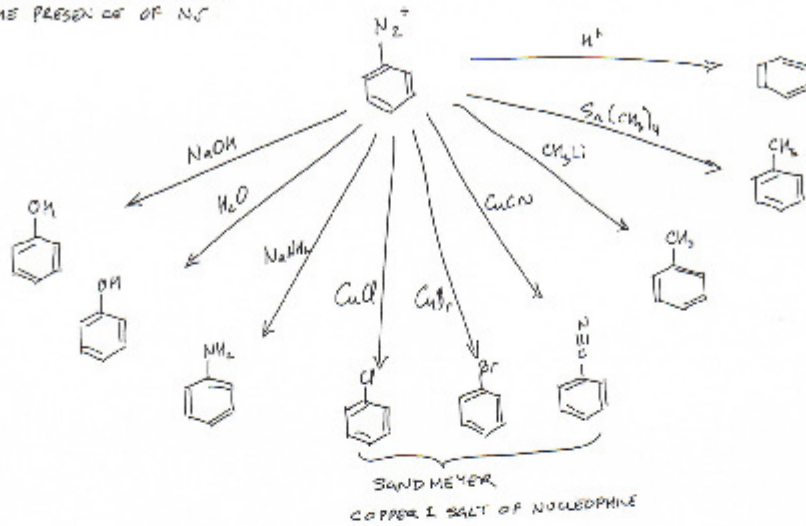
A. AT THE LEAVING GROUP



DIAZONIUM SALTS



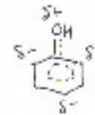
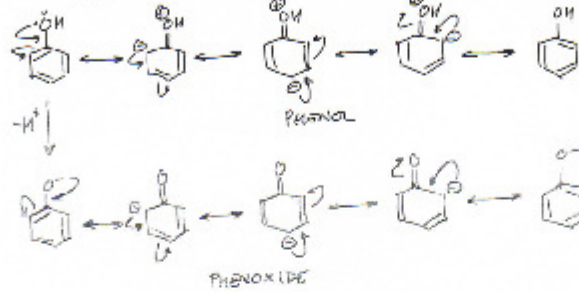
WARM TO ROOM TEMP IN THE PRESENCE OF N_2^+



PHENOL $pK_a = 10$  $pK_a = 16$ (ALL ALCOHOLS HAVE $pK_a \geq 16$)

1000,000 TIMES ACIDIC >

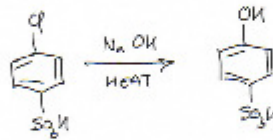
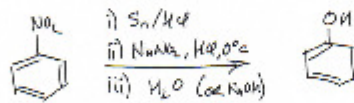
RESONANCE MAKES PHENOXIDE ION STABLE, WEAKLY BASIC



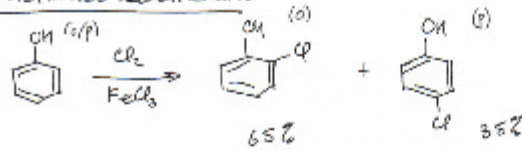
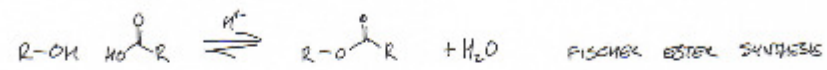
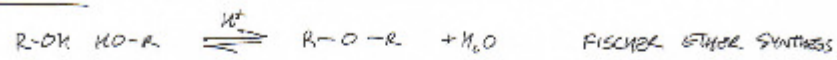
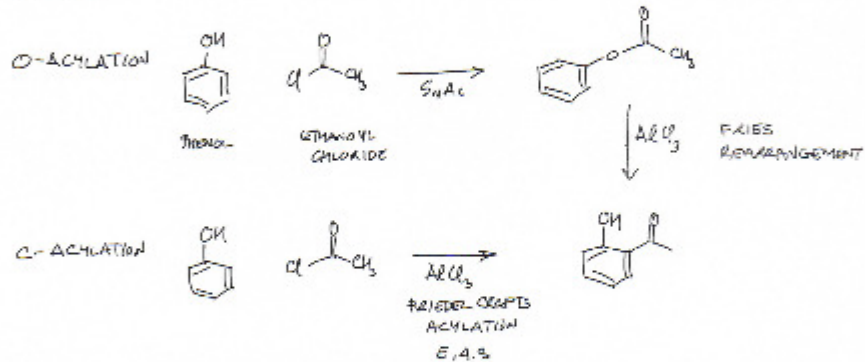
NO NET SEPARATION OF CHARGE

PREPARATION S_NAr

ON A DEACTIVATED RING

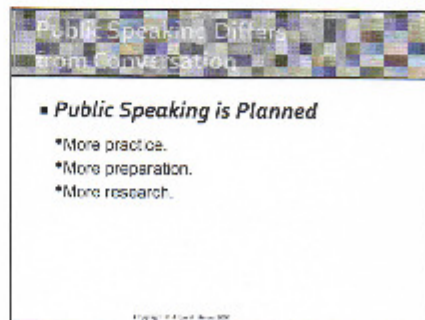
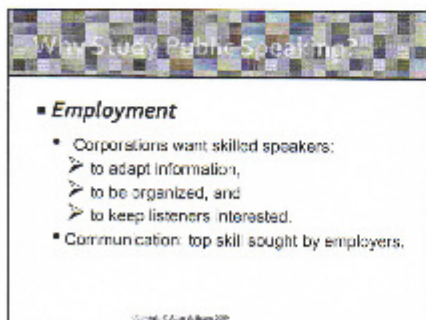
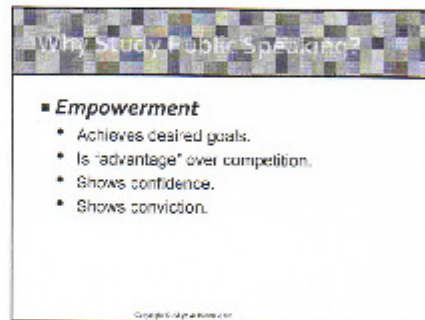
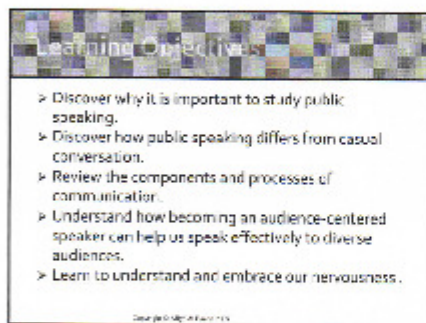
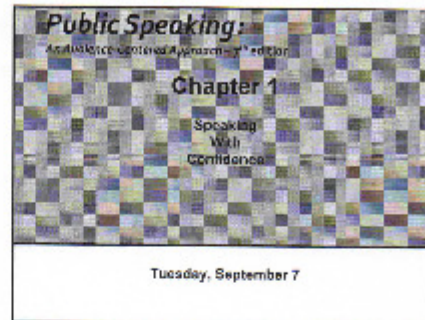
VIA DIAZONIUMINDUSTRIALHIGH TEMPERATURE PHENOL SYNTHESIS

BENZENE SULFONIC ACID

REACTIONSAS AN ACTIVATED AROMATIC RINGAS AN ALCOHOL (LESS NUCLEOPHILIC THAN OTHER ALCOHOLS)ACYLATION

APPENDIX L: SAMPLE – ONE COM 1010 LECTURE

Sample – One COM 1010 lecture posted online



Public Speaking Differs from Conversation

- **Public Speaking is Formal**
 - Less slang & casual language.
 - More physical distance between speaker and audience.
 - More controlled gestures and movements.

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Public Speaking Differs from Conversation

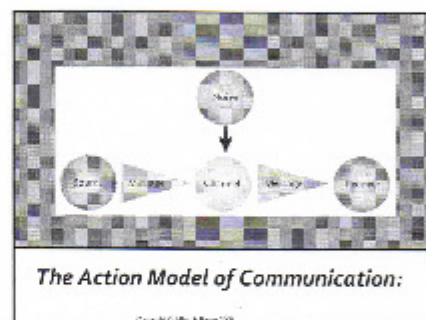
- **Speaker & Audience Roles Clearly Defined**
 - Expectations well-established.
 - Behaviors stable.
 - Speaker and audience follow rules more.

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The Communication Process

- **Communication as Action**
 - Linear, one-way messages.
 - **Source:** encodes message.
 - **Message:** what is said & how it is said.
 - **Channel:** how message is transmitted.
 - **Receiver:** decodes message.
 - **Noise:** interferes with message.
 - Internal.
 - External.

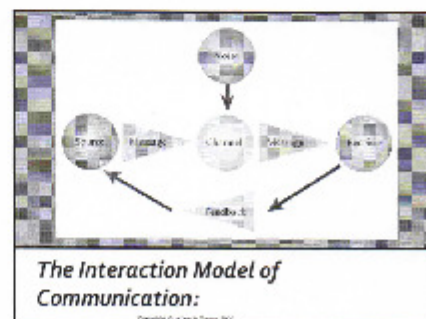
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The Communication Process


- **Communication as Interaction**
 - As message is sent, **feedback** to sender is provided by receiver.
 - Communication happens within a context:
 - **Context:** environment/situation in which speech occurs.

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The Communication Process

- **Communication as Transaction**
- Communication happens *simultaneously*.
- **Sender also receives** message.
- **Receiver also sends** message.



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Public Speaking & Diversity

- Different audiences have different expectations.
- Speakers must adapt to audiences.
- Audience-centeredness is key.

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Improving Your Confidence

- Nervousness is normal.
- Public speaking number one in highest anxiety.

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Understand Your Nervousness

- Brain triggers body.
- Communication apprehension
- (CA): fear of speaking.
- Styles of CA:
 - **Average:** normal heart rate.
 - **Insensitive:** lower heart rate.
 - **Inflexible:** higher heart rate.
 - **Confrontation:** high to normal heart rate.

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Use Your Nervousness

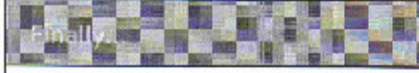
- **Nervousness –**
- Audience cannot see nervousness.
- Use anxiety to your advantage.

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Build Your Confidence

- **Before your speech:**
- Don't delay preparing.
- Learn as much as you can about your audience.
- Pick a comfortable and familiar topic.
- Rehearse your speech.
- Present a structured speech.

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▪ During the speech:

- Focus on content, not fears.
- Look for supportive audience members.

▪ After the speech:

- Reflect on positives.
- Seek other speaking opportunities.

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General Advice on Building Confidence

- Be familiar with introduction and conclusion.
- Simulate actual speech conditions.
- Breathe deeply.
- Think & act calm.
- Picture positive outcomes.
- Reassure yourself mentally (with a pep talk).

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ABSTRACT

REFUGEE COLLEGE STUDENTS ACQUIRING ACADEMIC LITERACY: AN EXPLORATION OF HOW THEIR VIEWS OF ACADEMIC LITERACY IMPACT THE PROCESS

by

AMAL H. ESSAK

August 2012

Advisor: Dr. Poonam Arya

Major: Curriculum and Instruction

Degree: Doctor of Philosophy

The purpose of this study was to first, examine the difference between the academic literacy definition and views of the involuntary immigrant college students and the academic literacy definition and views of the hosting country; and second, to examine how these students acquire academic literacy over the course of one academic semester at a US college. This study provided understanding of how involuntary immigrant and refugee students develop new academic literacies practices as they go through the academic socialization process, rather than focusing just on what they should know in order to become successful educated members of the new community. The intent of the study was to focus on the process of their learning and not just on the outcome.

Participants in this qualitative case study research were four involuntary immigrant college students attending their first year in college in the United States. All participants in this study came from the same background and had

very similar academic literacy views. This study was conducted over the course of one college semester. Data collection included participant observation, field notes, interviews, documents and course artifacts, and reflective journals. Data was analyzed using Spradley's *Cyclical Research Design*. This included the use of cultural domain analysis, taxonomic analysis, and finally a componential and theme analysis.

Findings of this study indicated that all four participants tried their best to fit in the new society by changing some existing practices and learning new ones, but their original views of academic literacy were not compromised. Resettlement issues of participants in this study were only related to emotional attachment with friends and family members back home. In this study, these emotional bonds worked as motivational factors and encouraged the participants to keep pressing for their best in the new society.

AUTOBIOGRAPHICAL STATEMENT

Amal Hanna Essak graduated with a Bachelor's Degree in Business Administration from Helwan University in Cairo, Egypt. Shortly after immigrating to the United States in 1988, Mrs. Essak applied her lifelong passion for teaching by attaining a Master of Arts in Teaching in secondary education, with a major in Business Education and a minor in Bilingual/Bicultural Education, in 2005 from Wayne State University, followed by an Education Specialist Certification in 2008. A passion for education encouraged Mrs. Essak to pursue a Doctor of Philosophy. In 2012, Mrs. Essak completed her PhD program with a major in Curriculum and Instruction and a minor in Linguistics. With this PhD, Mrs. Essak is hopeful that she will be able to serve the often underrepresented refugee population at the level of higher education by helping to form programs that directly address their needs.

Mrs. Essak taught ESL in public schools for over seven years while pursuing her Master's Degree and Ed. Specialist Certification. She then transitioned to teaching at the post-secondary level. This experience has broadened her exposure to a diversity of students, and consequently to a network of bilingual/bicultural community members. She works persistently with refugees in both volunteer and professional realms.

Mrs. Essak enjoys working with students from diverse cultures. She likes teaching, advising, and mentoring them to help them fit in and feel comfortable in the society. For pleasure, Mrs. Essak likes reading, traveling, cooking, and connecting with nature during long walks.