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Developing a Student-Centered Curriculum for High Intermediate and Advanced Writing Community College ESL Students to Promote Their Discovery of Campus Resources

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University of San Francisco

**Developing a Student-Centered Curriculum for High
Intermediate and Advanced Writing Community
College ESL Students to Promote Their Discovery of
Campus Resources**

A Field Project Presented to
The Faculty of the School of Education
International and Multicultural Education Department

In Partial Fulfillment
Of the Requirements for the Degree
Master of Arts in Teaching English to Speakers of Other Languages

by
Sandra Fonseca Gardiner
May 2015

Developing a Student-Centered Curriculum for High Intermediate and Advanced Writing Community College ESL Students to Promote Their Discovery of Campus Resources

In Partial Fulfillment of the Requirements for the Degree

MASTER OF ARTS

in

TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES

by

Sandra Fonseca Gardiner

May 2015

UNIVERSITY OF SAN FRANCISCO

Under the guidance and approval of the committee, and approval by all the members, this field project has been accepted in partial fulfillment of the requirements of the degree.

Approved:

Dr. Onllwyn Cavan Dixon
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Date

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CHAPTER I INTRODUCTION

Statement of the Problem

English as a Second Language (ESL) students face multiple challenges in receiving a college education. These challenges can include institutional racism, social prejudice, uncertain residency status, financial obstacles, low levels of previous education, language barriers, disabilities, and lack of understanding by college personnel regarding their issues. Community college students are at a critical phase for successful transition to university life, and ESL students often enter this phase with fear of failure and little idea of what to expect during college life (San Miguel, Townsend & Waters, 2013). These students are often unaware of financial aid opportunities and free services, such as tutoring. In studies cited by Spurling, Seymour, Chisman, & the Council for Advancement of Adult Literacy (2008) and Ignash (1995), few students at the advanced-level stage of ESL graduated with an associate's degree and few persisted in continuing with regular college coursework even though their GPAs were at the same levels of non-ESL students.

In addition, several California community colleges have identified an “achievement gap” of Latino and African American students (Becker, 2011; Spurling et al., 2008), whether in ESL or mainstream classes. Also, attrition rates for ESL students tend to be higher than those of native English speakers (Chu, 2011; San Miguel et al., 2013). Education is a right, and as the Supreme Court states, “The deprivation of education...poses an obstacle to individual achievement” (as cited in Radoff, 2011, p.

438). The deprivation of education includes the deprivation of access to the support systems that help students achieve their potential.

Since the fall of 2014, California has required all community college students to have an education plan (California Community College Chancellor's Office, 2012). While the Student Success Act of 2012 is intended to assist students "reach their goal of earning a degree, certificate, career advancement or transferring to a four-year institution," there is no guarantee ESL students, who usually come from countries with different educational systems, will be able to navigate the process in order to fulfill the requirements. Aaron Bielenberg, senator with the Student Senate for California Community Colleges, states this act will motivate students to work harder (California Community College Chancellor's Office, 2012). His argument highlights how the burden will be placed on students, rather than the colleges, to meet their own needs. If ESL students are not familiar with resources available to them, more ESL students may drop out of college because they do not feel institutional support (Chisman et al., 2007; Chu, 2011; Spurling et al., 2008). Becker (2011) notes, "*equitable* access to...support services [does] not guarantee *equal* success for all learners" (p. 18) and the inability to access existing resources will impact the students' academic progress.

Working for 13 years for Diablo Valley College (DVC) in the tutoring and supplemental instruction areas of the English Department and Language Arts Department on DVC's two campuses has enabled me to observe the benefits of accessing resources, such as tutoring and counseling, on student learning outcomes, passing rates, and stress levels. Many times in tutoring and supplemental instruction, we guide ESL students to

other resources on campus because they come to us unaware of the campus resources available to them. Given their responsibilities, ESL instructors create curricula based on the objectives of state-established student learning outcomes that emphasize linguistic features. The promotion of campus-wide resources is not mandated or suggested by those objectives, often creating a disconnect in the instructors' knowledge of where their students stand in their education plan and how aware their students are of those services. Although many California community colleges have identified improvement of basic skills and passing rates of non-native speakers as a strategic goal, ESL instructors are sometimes unaware of the importance of directing students to campus resources to support them in completion of their academic goals.

Purpose of the Project

The purpose of this project is to identify some of the challenges faced by community college ESL students in accessing campus resources and to present some solutions to ESL instructors for making access to resources easier through a content-based curriculum. The project will focus on creating lesson plans for ESL community college instructors designed to incorporate discovery of student services on campus as a content objective to empower students to find ways inside and outside of the classroom to learn language and social skills to navigate through the system and achieve success.

For improving listening skills, students will attend presentations by school personnel at sites on campus and also in the classroom regarding resources such as library services and counseling. For speaking skills, students will generate their own questions to find answers regarding their own college paths as they visit and call student services

on campus and interact in presentations given to their classes by school personnel and a member of the International Students Club on campus. In addition, they will present their own findings to their classmates.

To address reading skills, students will read about success stories of other community college students—stories that are from the community college website and that represent students from immigrant backgrounds who have experienced challenges that are common to students in an ESL classroom. In addition, they will research the informative literature and the web pages of campus and community resources to find areas of interest to explore. For writing skills, students will generate their own answers to questions about student services, journal to the teacher, and produce paragraphs, essay outlines, and essays for the teacher and a presentation for their classmates to summarize the efficacy of services and their experiences in interacting with campus staff.

Theoretical Framework

This project is framed by three theories. Cultural capital theory asserts that students' own cultures are an asset in the classroom wherein they acculturate to a new culture; this theory is the foundation for building upon students' previous knowledge and using their needs to guide the content within the project. Culturally relevant pedagogy centers on teachers' awareness of students' cultures and their role as facilitator to connect students to their school; this theory enforces the focus of the project on connecting students to the community college via campus resources. Materials development theory concentrates on creating language-teaching material that is relevant to students; this theory is the basis for the structure of activities within the project.

Cultural Capital Theory

Pierre Bourdieu's cultural capital theory states that students bring their own culture to the classroom and enter a new culture in the classroom wherein they must learn the cultural norms of the school environment (Becker, 2011; Chu, 2011). They do best when they maintain their culture and, rather than assimilate, acculturate by learning about expectations for the classroom and how to navigate the system and respond to its rules.

Culturally Relevant Pedagogy

Ladson-Billings (1995) proposes a culturally relevant pedagogy wherein students' perceptions of themselves and others and social relations are reflected by culturally aware teachers (Brown-Jeffy & Cooper, 2011). In addition, teachers' conceptions of knowledge are informed by cultural awareness. This means teachers view students as coming from home cultures that add value to the class and not as coming from cultures of deficit. This value is used as a springboard for maintaining a positive affect in the class while helping students connect to the culture of the classroom and the school.

Materials Development Theory

The materials development portion of this project is informed by Tomlinson's principled approach to development of English language teaching materials (Harwood, 2011). Tomlinson proposes six principles of language acquisition and four principles of language teaching. According to the author, learners:

1. Should be exposed to rich, meaningful, and comprehensible input of language use;
2. Need to be engaged affectively and cognitively in their language experience;

3. Need to have a positive affect in order to achieve communicative competence;
4. Benefit from using mental resources akin to those used in learning their first languages;
5. Benefit from learning salient features of the input; and
6. Need opportunities to use language to try to achieve communicative purposes.

The four principles of language teaching suggested by Tomlinson are as follows:

1. The content and methodology of the teaching should be consistent with the objectives of the course and should meet the needs and wants of the learners;
2. Teaching should be designed to help learners achieve language development and not just language acquisition;
3. Teaching should be designed to provide learners with learning opportunities that will help them develop educationally by becoming more mature, more critically astute, more creative, more constructive, more collaborative, more capable, and more confident as a result of the course; and
4. The teacher needs to be able to personalize and localize the materials and to relate them in different ways to the needs, wants, and learning style preference of individual learners.

Significance of the Project

By examining the course objectives of several California community colleges, linguistic objectives were identified to produce a curriculum model for ESL instructors that is dynamic and empowers students to locate resources outside of the traditional classroom setting by developing language skills, including knowledge of college-specific

vocabulary. Students will engage in college life by interacting with various areas of the campus and various groups of people on campus, including staff, student workers and fellow students. Instructors who copy the design of the curriculum will be able to meet the state-mandated objectives for courses while providing the valuable skill of initiative in furthering success in their students' college careers. Instructors will be able to create lesson plans that fully engage students in their own learning and that motivate students by being centered around student needs. In addition, instructors will learn more about their own campuses as they investigate student services to create lesson plans.

This project honors students' home culture by building upon what they already know and will allow students to have opportunities to build cultural capital in the classroom and in their school culture. The classroom is treated as a community to which students bring their own experiences, and the campus is treated as an extended part of that community, building a supportive culture that honors students' previous knowledge and their need to attain more knowledge of the college system.

Students will be exposed to meaningful input by focusing on their immediate environment through which they have to navigate. They will reflect cognitively and affectively by summarizing the information gathered and their thoughts about the process, i.e., how easy it is to find the information. Students will also gain a positive affect when they experience success and become an active part of their own educational path.

The content and methodology proposed by this project focuses specifically on current course objectives of community colleges in Northern California and on the needs

of students in the system. Students will not only acquire language but also develop language by connecting linguistic objectives in the course to a content that is need-based and student-centered. Students will become more mature by becoming more savvy about what their college has to offer and more critically astute by reporting on their experiences, both positive and negative.

The materials in this project will allow students to personalize their own searches for campus resources and localize the material to their own campus. Different learning styles and needs will be honored by allowing students to explore various methods of gathering information and different ways to report on the information, including reading material on line and in print, including text-intensive and graphic material; listening to presentations; formulating written and spoken questions; participating in a scavenger hunt wherein students will find resources on foot; speaking on the telephone and in person; reporting findings in written summaries, paragraphs, and essays; reporting to the class with colorful visual aids in presentations; and working individually, in pairs, in small groups, and as a whole class.

Definition of Terms

Credit and noncredit: “Credit” and “noncredit” ESL courses are defined differently by various California community colleges. For purposes of this project, the term “credit” will refer to classes which may or may not transfer to a four-year college but which carry units. “Noncredit” refers to classes for which students do not receive units.

English as a Second Language (ESL): This term applies to classes designed for non-native speakers, whether they are multilingual or bilingual, to improve their English skills in the United States.

International students: students who are visiting as students on a student visa. This does not include all ESL students nor all non-native speaker students.

Non-native speaker: someone whose first language is not English. This may be a student in an ESL class or another class, such as a higher-level English class for native speakers or other non-English classes.

Tutoring: services provided by a tutor on campus in language skills and content, other class subject skills and content, or study skills.

CHAPTER II REVIEW OF THE LITERATURE

Introduction

The purpose of this project is to identify some of the challenges faced by community college ESL students in accessing campus resources and to present some solutions to ESL instructors for making access to resources easier through a content-based curriculum. The project focuses on creating a student-centered curriculum for ESL community college instructors designed to incorporate discovery of student services on campus as a content objective to empower students to find ways inside and outside of the classroom to learn language and social skills. The literature review focuses on challenges to accessing resources and finding key factors for student success through resources. Challenges to immigrant students include racism and discrimination, immigration status, income level, level of education previous to immigration to the US, language obstacles,

disabilities, and unprepared schools and teachers. Various studies were reviewed to focus specifically on the California Community College System and the effects of providing services to students, specifically on their persistence and grades.

Racism and Discrimination

Within the hierarchical racial system in the US, both individual discrimination and institutional racism have become embedded in social structures and institutions, including education (Kong, 2011). For example, Galindo (2011) explains the xenophobia many Mexican immigrants encounter is a manifestation of the hierarchical racial system and reveals how these attitudes position them as inferior, and therefore, incapable of being educated or obtaining employment beyond manual labor. In California, Mexican students were segregated into substandard schools up until the late 1940s. A separate curriculum, that emphasized vocational over academic work, was taught (Galindo, 2011). Galindo further explains because the expectations were lower for Mexican students, they encountered hostility, rejection, and discrimination from their mostly White teachers.

Mexicans were not and have not been the only ethnic or racial group to experience discrimination (Horenczyk as cited in Berry, 1997). They belong to a larger group of immigrants, which has shared similar historical struggles for equality. Radoff (2011) warns, “categorizing a group also universalizes individual experience, neglecting diversity and uniqueness among the people within it” (p. 438). Shujun (2010) notes that educational researchers need to “analyze multiple dimensions of life experiences that included skin color, gender, class, generation status, and English language proficiency”

(p. 78). She draws parallels between state-sanctioned discrimination of the Chinese and Mexicans in California.

Chu (2011) cites the racial gap as a contributing factor in low achievement and focuses on culturally and linguistically diverse students. She notes that there is a disparity between the race of teachers and the races of their students. This may be a contributing factor to cultural misunderstandings and recognition of institutionalized racism on the educational experiences of students. Discrimination faced by students often leads to frustration and embarrassment—which may go unnoticed by instructors. Students report feelings of not being accepted by their peers and not having many friendships with native speaker students (Becker, 2011; San Miguel et al., 2013; Sherry et al., 2010), leading to a sense of marginality within the academic setting and, consequently, to a lack of motivation (Becker, 2011). Some students may even experience a sense of discrimination from school staff (Sherry et al., 2010), including tutors (San Miguel et al., 2013) who are not always trained in cross-cultural awareness. Unfortunately, racial and ethnic discrimination are a normative experience for non-White immigrants in the US. Racism occurs in explicit forms such as verbal abuse or bullying. However, the most pernicious form of racism is prejudiced attitudes and lack of awareness of cultural diversity and culturally biased practices.

Immigration Status

Becker (2011) includes residency issues as a factor of perceived low cultural capital. Even when students attain legal residency, through laws such as the Amnesty Act, attitudes toward these students can lead to resentment (Ignash, 1995). The fear,

intimidation, and “undeniable racial prejudices” (*Plyler v. Doe* as cited in Radoff, 2011, p. 445) that result from coming to the US without legal documentation or overstaying a work or student visa are experienced by millions of immigrants. The high number of Mexican immigrants, combined with racial profiling and the anti-immigration laws of states such as Mississippi, Arizona, Georgia, Utah, Alabama, and South Carolina, means Mexican immigrants, more than any other group, are associated with being border-crossing criminals (Dominquez et al., 2009; Kong, 2010; Sanders et al., 2013; Ullman, 2010). This recent wave of deportations mirrors the same xenophobia of the 1930s that specifically targeted Mexicans (Galindo, 2011). This is despite the reality students from countries other than Mexico cross the US border without proper documentation (Danzak, 2011). While these issues concern the perceptions of undocumented immigrants, there are other factors which impact many immigrant students.

The loss of a parent—usually the father—through death, deportation, or incarceration results in an increased number of low-income single mothers (Sanders et al., 2013). Even for native-born students, undocumented parents are less likely to interact with school authorities because of fear of immigration-related consequences and, thus, are at a disadvantage in tracking their children’s progress (Capps et al., 2005). Many students who are born in this country still retain the immigration narratives of their family members and may experience lack of trust of authority figures (Danzak, 2011). Consequently, a family’s disengagement from the educational experiences of students contributes to an academic achievement gap in comparison to White students.

When students live in the US without authorization, they often live in fear of deportation and discovery. The fear of deportation and discovery has a ripple effect on communities. Some students may be under the impression they cannot attend college due to conflicting state and federal laws. Some may not be able to attend due to the cost of tuition and lack of access to financial aid, and others may not attend because they recognize the futility of attending college and then not being able to work legally (Dominguez et al., 2009; Sherman & Ibarra, 2013; Valbrun, 2013).

For the limited number of students who do gain access to colleges or universities and benefit from laws such as California's AB 540 law, which allows in-state tuition for undocumented immigrants, there are still challenges. For instance, the Students Informing Now group at the University of California, Santa Cruz reports students are met with an atmosphere of ignorance by faculty and staff who are unaware that undocumented students and children of undocumented immigrants exist in their classrooms. Also, the students find a campus climate that is unprepared to facilitate their entry and retention (Dominguez et al., 2009). This lack of consistent access to higher education keeps immigrants, especially those without documentation, at some of the lowest levels of income in this country. Lack of access to higher education correlates to the types of employment opportunities available to immigrants.

Income Level and Financial Obstacles

As is true for all residents of the US, the higher the income level, the greater the chance of receiving a full education. Income is often a key contributor to students' success in school (Chisman et al., 2007; Chu, 2011; Hernandez as cited in Capps et al.,

2005; Spurling et al., 2008). The stress of students having to work—often full-time—(Becker, 2011; Spurling et al., 2008) and lack of funding for tuition and living expenses while attending school all contribute to the marginalization that so many feel (Bal & Perzigian, 2013; Becker, 2011). The myth that everyone has equal access to an education is not accurate. The confluence of institutionalized racism and lower socioeconomic status severely limit educational opportunities for undocumented immigrants and their children (Becker, 2011; Berry, 1997; Dominguez et al., 2009; Shujun, 2010). The correlation between limited English proficient (LEP) students and low incomes is significant, with two-thirds of LEP students coming from low-income families (Capps et al., 2005). This may represent another problem with teachers who are often White and also, generally, come from higher socioeconomic levels than their students (Chu, 2011).

Sherry et al. (2010) cites a report from the University of Toledo wherein the majority of respondents, who were immigrant students, indicated they experienced financial problems. These low levels of income may be due to many immigrants coming from poorer countries to seek better employment opportunities (Shujun, 2010). Many immigrants suffer an automatic lowering of economic status and have to endure economic adaptation even when they hold degrees or credentials, which may not be recognized in this country (Becker, 2011; Berry, 1997; Shujun, 2010; Ullman, 2010).

Lower-income students also do not have the money to hire expensive tutors (Shujun, 2010) or to pay for extra books and classes, and many suffer the hardship of not even being able to pay for the cost of necessities, such as dentist bills (Ullman, 2010), car insurance, health insurance, apartments, or laptops (Sherry et al, 2010). For students

whose parents have been deported, either one or both economic providers of the family have been removed (Sanders et al., 2013). If only one parent is removed, often the parent being the father, women are left with fewer opportunities in hard labor positions (Sanders et al., 2013), such as farm and construction work, industries which have high numbers of undocumented workers (Radoff, 2011). These children often end up dropping out to help at home or start working rather than go to college (Bal & Perzigian, 2013). Even when both parents are present in a low-income home, both parents often have to work, leaving less time for help with homework. This factor directly correlates to academic performance (Pinder, 2012).

While undocumented students may be able to attend college, they are barred in many states from receiving financial aid, grants, and scholarships (Dominguez et al., 2009; Radoff, 2011; Sherman & Ibarra, 2013; Valbrun, 2013) and may have to pay out-of-state tuition (“Education Benefits,” n.d.), a great hardship since financial aid is a major factor in enrollment of credit ESL programs and may determine whether students attend school part time or full time (Ignash, 1995). Nearly 75% of Hispanic youth cannot complete high school or pursue higher education due to lack of money and the need to support their families (Cooper, 2011). Even when states enact laws that are seemingly favorable to students without documents, the stipulations that students have to make to receive the benefit are prohibitive (Chu, 2011; “Education Benefits,” n.d.) Education is “the great equalizer in our democracy” and “the passport to social and economic mobility” (Loh as cited in Valbrun, 2013). Students with only a high school education do not have access to technical, managerial, and professional fields (Flores and Souther as

cited by Radoff, 2011). The cycle also feeds into the permanent underclass of immigrants, especially those largely in Mexican-ethnic communities (Galindo, 2011) and who Valbrun (2013) says remain in the shadows of our society.

Previous Educational Experiences

Since lower income levels often relate directly to lower education levels, the level of education of most immigrants—though not all, such as the significant number of immigrants who occupy the highest levels of education (Peri, 2012)—is generally lower (Spurling et al., 2008). The level of education of immigrants before coming to the US and the level of their parents' education has a direct influence on their academic success rates, possibly because a higher level of education is predictive of lower stress (Bal & Perzigian, 2013; Berry, 1997) and more supportive experiences (Becker, 2011) although even students with a high level of education find it difficult to navigate the education system due to language and cultural differences (Shujun, 2010; Spurling et al., 2008). Because many immigrants have a lower level of income, they are likely to come to the country with a lower level of education (Capps et al., 2005).

Because most immigrants are low-income, their education level is likely lower, so they may not have the years of education to acquaint them with the performance levels expected in school, and they may not have the problem-solving skills it takes to negotiate the school system (Berry, 1997; Capps et al., 2005; Pinder, 2012). In addition, the later the age of the student, the harder it is to adjust to a new school system and adapt to language challenges, which may lead to higher dropout rates (Bal & Perzigian, 2013; Capps et al., 2005).

Language Obstacles

While it would seem that language would be the greatest obstacle to immigrants receiving an education, it is actually how perceptions of language differences are treated that has a greater influence on the academic outcome of students. Half of the Hispanic youth in the Pew Hispanic Center study cited by Cooper (2011) report that poor English skills are a major impediment to pursuing a college degree, and nurses in the study by San Miguel et al. (2013) consider low language proficiency to be one of the major obstacles in completing their academic studies. However, even when immigrants do learn English fluently, they are devalued for speaking with an accent (Danzak, 2011). Students who immigrate at an older age tend to score lower on tests because they are processing in their first language; this may cause frustration and higher dropout rates (Becker, 2011; Capps et al., 2005; Spurling et al., 2008). The enforcement of these tests fails to take into account that “language is the ‘how’ of instruction, it is not the ‘what’” (Galindo, 2011, p. 341). Lower English language skills can also affect the “how” of access.

Language barriers affect students’ access to institutional supports (Chu, 2011), a phenomenon mirrored by the Chinese immigrant mothers in Shujun’s (2010) report wherein one mother reported she felt sorry for her son because she “could not take part in his school activity as other parents did” (p. 84), and another lamented experiencing the “disadvantages of being a non-native English speaker every day, everywhere” (p. 82). One mother reported she felt uncomfortable because “she could not go shopping or banking and dared not answer the phone due to her limited English” (p. 85). There is

relatively little native language support in schools, and literacy in native languages is not stressed, thus devaluing a student's home culture (Bal & Perzigian, 2013).

Some of these impediments to communication also make immigrants vulnerable to oppression (Sanders et al., 2013). According to Bal and Perzigian, "Language acquisition is a sociocultural process" (2013). Language isolation and language segregation impede the ability to communicate (Berry, 1997) and thus impede social interaction. Students often cite spoken language—rather than written—to be a larger obstacle to social interaction (Sherry et al., 2010), and stress on writing in community college academic classes may deemphasize the need to practice speaking.

Learning Disabilities

One of the apparently least-documented issues of ESL students is their access to disability support services. Perhaps because there is so much pressure to mainstream immigrants and their children, the issue of disabilities is ignored. There is little information in the literature about the treatment of immigrants and ESL students who have learning disabilities. A tragic dichotomy occurs because ESL students who are capable yet are labeled as unintelligent are sometimes placed in special education classes while other ESL students who have disabilities are placed into one strict category as ESL and do not have their disabilities addressed. Because xenophobia tends to encourage lumping people into categories, those who do not speak English at the desired level are considered to be unable to learn as much, and those who do have legitimate learning disabilities are ignored as merely typical ESL students.

The No Child Left Behind Act treated children from different ethnic groups and children in special education programs as two separate groups (Capps et al., 2005; Chu, 2011). Bal and Perzigian state that there is “an urgent need for methodologically robust intervention studies in the field of special education for immigrant students” (2013). Since both immigrant students and students with disabilities are at a disadvantage, their chances of dropping out are compounded when both factors are present (Bal & Perzigian, 2013). Schools seem unprepared to address the issue of learning disabilities and all of the other challenges previously cited.

Underfunded Schools and Unprepared Teachers

Lack of funding for training of teachers and lack of funding for programs designed to meet the needs of students make the school system fall short of breaking the low achievement levels for immigrants. The federal government states that every ESL classroom must have a highly qualified teacher, “one who is credentialed and holds a degree or significant expertise in the subject areas he or she teaches” (U.S. Department of Education as cited in Capps et al., 2005, p. 2). However, schools with high numbers of ESL students often have teachers who are sometimes unaware of cultural issues in academic success (Chu, 2011), all factors that lead to low retention rates (Galindo, 2011). College-age immigrant students often feel that their institutions are unprepared to serve them (Dominguez et al., 2009). While many teachers are dedicated and sympathetic, some are not, and some students feel abused and humiliated by them (Dominguez et al., 2009). Most policy makers and colleges fail to realize that ESL classes are akin to foreign language classes and view the students as being in remedial courses (Ignash,

1995). Because of perceived race, perceived immigration status, lower income levels, differences in language and education, and differences in cultural habits, immigrants have been kept in a cycle of downward mobility that reinforces the view of immigrants as coming from deficit cultures (Bal & Perzigian, 2013; Galindo, 2011).

Summary

ESL students consistently bring to the classroom an unparalleled desire to learn, despite their obstacles. They come from backgrounds with rich cultural capital and need to build capital as members of their schools. Sherry et al. (2010) states that, “Universities which only focus on the academic needs of international students therefore ignore important factors in their potential success or failure in the new educational context” (p. 34). Although the correlation between use of campus support services and student success is strong, the question of how students will overcome obstacles to receive those services remains. Because of the hierarchical structure of the school system from policymakers to administrators to faculty to students, many of the good intentions of programs are lost because there is not a direct line to connect campus services to the busy schedules of faculty and students (San Miguel et al., 2013). However, the more teachers know about their students’ needs, the more they can help them, and the more they will motivate them (Chisman et al., 2007; Spurling et al., 2008).

By incorporating the knowledge of what services exist for students and what their challenges are, instructors can build curricula that use those resources as a content objective that has high interest appeal to students (Chu, 2011; San Miguel et al., 2013) and can increase their actual chances for success (Spurling et al., 2008). In addition, the

curricula will aid in the acculturation of students when they participate on campus actively rather than focus on textbook-based exercises (Becker, 2011; Spurling et al., 2008). Students can build cultural capital when they connect within the school setting and the community and find the institutional support available to them (Chu, 2011; Spurling et al., 2008).

By exploring campus resources through scavenger hunts, presentations, web searches, emails, and telephone calls, students can form necessary ties to institutional agents and reduce their isolation (Chu, 2011; Ignash, 1995; Sherry et al., 2010). Students will become participants (Becker, 2011) and regular members of their school community and will have a higher chance of postsecondary success (Ignash, 1995; Spurling et al., 2008). Inviting a club member for discussion in the classroom allows for collaboration and interaction (San Miguel et al., 2013) and creates a culturally responsive classroom climate while building a learning community (Sherry et al., 2010). In addition, ESL students will increase their communicative competence by exercising their right to speak and be heard when they comment on their experiences in navigating the system. The sense of connectedness to the school increases by bringing students to the *heart* of the campus and ensures that instructors do not assume students will be proactive on their own by having them seek out necessary resources, such as assessment, orientation, counseling, and financial aid (Becker, 2011; Spurling et al., 2008), especially when they may not have the advantage of time to do so. These excursions will facilitate students in acquiring the local cultural knowledge (San Miguel et al., 2013) of the campus.

Exploration of financial aid resources will also be a part of this field project which will ensure that more students will become aware of their eligibility, including undocumented students who can study campus literature about the DREAM Act. Students who are on work visas will be exposed to information about opportunities to work on campus, and students with children will learn about child care on campus. Because the curriculum will be built around authentic texts and experiences and not traditional textbooks, students will not have to spend extra time learning linguistic features that are disconnected from their real lives but instead will improve language skills while working on building their support systems.

The literature shows great evidence that tutors and writing centers have a positive effect on students' work (Becker, 2011; Ignash, 1995; San Miguel et al., 2013; Sherry et al., 2010; Spurling et al., 2008). Students who have low levels of education before coming to a college ESL classroom will especially benefit by being shown where tutoring services and writing centers are on campus. Their embarrassment levels will be reduced and their comfort levels with writing centers will increase if they are required to visit the tutoring centers to gather material and attend a tutoring session. They will gain a better sense of the academic practices that influence academic performance (San Miguel et al., 2013) if these services are presented to them as part of the everyday repertoire of college students.

Educators need to ensure that students with disabilities have adequate access to services (Chu, 2011) which means the instructor brings the services to the students or brings the students to the services rather than assumes students will seek them out on

their own. With disability support services as one of the content items for this project, students will be exposed to this resource automatically through coursework.

While not all ESL students are seeking an associate's or bachelor's degree, teachers who believe students are capable of doing so and who create curricula to expose them to those possibilities will increase their chances of this happening (Ignash, 1995; Spurling et al., 2008). Creating questions for counselors and writing paragraphs about their opinions about the efficacy of counseling services can help students become more self-aware and proactive in their academic and career goals. Students will learn about other areas of interest to them for which the college offers certificates and vocational training. This exposure is especially important considering that ESL students in the Spurling et al. study (2008) who enrolled in certificate programs had a higher rate of completion than other students.

When teachers first approach lesson planning by acknowledging students' needs, the richer content will spark students' interest and will help focus those plans. Because exploration of resources provides a multi-faceted approach to practice language, ESL students will acquire language rather than learn it while overcoming obstacles to their academic success. Teachers, in turn, will learn alongside their students about their own colleges and will help build a more integrated community.

CHAPTER III THE PROJECT AND ITS DEVELOPMENT

Description of the Project

The purpose of this project is to create a curriculum for community college ESL instructors to follow to help their students access campus resources. It focuses on four areas of campus resources for student services common to California community colleges: counseling and assessment, academic assistance (focusing primarily on library and tutoring services), financial aid, and student life. The project highlights online resources and on-campus resources at two campuses of a northern California community college: Diablo Valley College (DVC), with a main campus located in Pleasant Hill and a satellite campus located in San Ramon. The choice of DVC as a model was prompted by my experience as an employee in the English Department and English Tutoring/ESL Program at the Pleasant Hill Campus and in the Reading & Writing Program at the San Ramon Campus. The project is designed with DVC as a model and is meant to be adapted for different resources at different colleges.

The language objectives are cited from course outlines of two ESL writing classes at DVC: *ESL-88 High Intermediate Writing Skills* and *ESL-98A Advanced ESL Writing*. The project is designed to be used for the mid-range ESL-88 class up through the mid-range ESL-98A class and adapted for the needs of the class for which it is used, based on the level of the students and the objectives of the course.

There are five main topic areas in the project itself, four of which focus on the campus resources noted above and one of which is a review section. The project begins with an overview of the objectives of the lesson plans, the activities in the lesson plans,

and the mode of assessment by the teacher. Appendixes are attached for reference to the specific material that would be reviewed by students. All material was created by the author of this project, except where explicitly noted. The sections are organized as follows:

I. Overview of Objectives: A list of the topics, content objectives, and language objectives, including writing and grammar objectives, for each topic area.

II. Topic One: Counseling and Assessment

A. List of Objectives, Activities, and Teacher Assessment

B. Activities

1. Student Success Stories

2. Online Tour of Resources

3. Counseling Appointment Write-up

III. Topic Two: Academic Assistance

A. List of Objectives, Activities, and Teacher Assessment

B. Activities

1. Library Tour

2. Library Description Write-up

3. Focusing on Thesis Statements

4. Scavenger Hunt of Library and English Tutoring Center

5. Going for Tutoring

IV. Topic Three: Financial Aid

A. List of Objectives, Activities, and Teacher Assessment

- B. Activities
 - 1. Survey on Financial Aid
 - 2. Follow-up on Financial Aid Questions
 - 3. Follow-up on Coordinators, Subordinators, and Transition Expressions
 - 4. Finding and Using Subordinators and Transitions
 - 5. Body Paragraphs on Financial Aid Options
 - 6. Compare and Contrast Essay on Financial Aid Options
- V. Topic Four: Student Life
 - A. List of Objectives, Activities, and Teacher Assessment
 - B. Activities
 - 1. Visit from Club Representative
 - 2. How to Become and Be a Club Member
 - 3. Exercise on Imperatives and Modals
 - 4. Exploring Student Life
 - 5. Summary Exhibition on Student Life Opportunities
- VI. Review of Resources
 - A. List of Objectives, Activities, and Teacher Assessment
 - B. Activities
 - 1. In-class Writing
 - 2. Beyond the Classroom
 - 3. Giving a Campus Tour

Development of the Project

As a supplemental instruction leader in ESL classes, I am approached every semester and in nearly every class by students who have questions about resources beyond the scope of the linguistic content being taught. The supplemental instruction hour set aside for every three-unit class is designed to reinforce material covered in class and is not enough time to cover most of the campus resources available to students. Students often struggle to find time to explore their campus while developing ideas for topics assigned for writing assignments. By arming students with the knowledge of how to access these resources, teachers who use this project will be able to meet their objectives and also learn about their campus. In turn, students will gain more confidence in their language skills and their ability to find information that is pertinent to them.

The project is designed as a sequential set of lesson plans that build on each other. The reason for this design is to give a foundation for building an entire essay from the development of an introduction paragraph, a thesis, body paragraphs, and a conclusion paragraph, as is required by California community colleges at these levels. The project is an example and can be modified to be a unit in and of itself, four separate units, or supplemental material to units focusing on narrative, descriptive, compare and contrast, and process essays or writing styles. The order of the area sections can be rearranged with a moderate amount of adaptation. The project can be used as a tool for teachers to become familiar with resources at their own campuses while building lesson plans. Teachers at California or other state community colleges can easily adapt the material to fit the objectives and resources for their colleges, and, of course, teachers at DVC can use

the project as it is or adapt it.

I recommend that if teachers are to use and adapt the project as a whole, counseling and assessment should be the first topic since counseling and placement needs of students should be addressed early in their college experience. In addition, student life should be one of the latter topics covered because, although it is a necessary area for students to learn about and should not be left out, it serves as a fun way to wrap up a unit and end with a call to ESL students to join their community.

The Project

The project is contained in Appendix A.

CHAPTER IV CONCLUSIONS AND RECOMMENDATIONS

Conclusions

ESL students face multiple challenges in receiving a college education. These challenges include institutional racism, social prejudice, residency status, financial obstacles, low levels of previous education, language barriers, disabilities, and lack of understanding by college personnel regarding their issues. These students are often unaware of financial aid opportunities and free services, such as tutoring. Instructors are focused on the linguistic objectives of courses mandated by California community colleges and have little time to introduce material regarding campus resources to students. When students do not feel institutional support and do not have access to existing resources, their academic progress can be impacted negatively.

The purpose of this project was to create a curriculum for community college ESL instructors to follow to help their students access campus resources. Although not every challenge can be solved by this project, including those not identified herein, this project can be used as a way for community college ESL instructors to begin with what they and their students know about their schools and find not only the “what” but the “how” of student resources.

The significance of the project as a whole is the benefit to instructors who learn not only about student needs but also about guiding students to fulfilling those needs. Students will be exposed to several opportunities to use language for communicative purposes by engaging in conversations, both in person and in phone calls, by emailing campus staff and requesting answers, and by reporting back their findings. They will

become more creative by presenting their own exhibit to the class and more constructive by synthesizing their information. They will become more collaborative by working in teams on tasks and helping each other find resources. They will become more capable as college students and more confident as a result of their ability to find information on their own. By being welcomed to become a part of the campus, students can report on any instances of institutional racism and social prejudice encountered and feel the support of their instructor to find ways to overcome such obstacles and potentially become a part of the community that creates more ways to overcome those obstacles. Students who have concerns about their residency status will learn about opportunities open to them and feel that they are acknowledged when these issues are openly discussed in class and presented through the college material. The topic area of financial aid will specifically address and help find solutions for financial obstacles. The academic assistance area will help lower language barriers and support students with lower levels of previous education while the topic area of counseling will allow students with unidentified or unaddressed disabilities discover their rights and know what services are available to them. Finally, the understanding by college personnel regarding their issues will expand as instructors who implement this project hear feedback from students and evaluate the efficacy of the project.

Recommendations

The possibilities for extension and adaptation of this project are myriad. Conceivably, an entire semester could be built around the content objective of exploring and using campus resources while still meeting language objectives such as essay

composition and grammar. However, it is likely that students will want, and will benefit from, a balanced curriculum that includes material from readers, anthologies, and other authentic sources to ensure that students are prepared for the typical assignments of topics of high-intermediate and advanced ESL writing classes.

The project can be adapted to different levels and different language objectives, according to the needs of the students. For instance, young learners would benefit from the social aspects of visits from other native speaker students and interview assignments with classes with native speaker students. Word order of questions could be a linguistic objective for such an adaptation. Listening skills for recently immigrated adults could be practiced through information-finding activities over the phone or in person, and so on.

One of the richest sources for expansion is other student services not contained in this project, such as career and employment services, international student centers, college athletics, and student government. The project should serve as a model to aid students to find services in their community—not just on campus—and can be adapted to include activities for other community resources, such as county libraries, public mental health counseling programs available to students, legal counseling, transportation assistance, domestic abuse hotlines, and other services that extend beyond the purview of the college but may be essential to the success of a student.

With hope and planning, the challenges of ESL students will diminish over time. This project may be used as part of that planning and can continue to be adapted to meet the current needs of students who are learning to write English at the community college level and are acculturating and becoming an essential part of their school.

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APPENDIXES

Developing a Student-Centered Curriculum for High Intermediate and Advanced Writing
Community College ESL Students to Promote Their Discovery of Campus Resources

APPENDIX A

The Project

I. OVERVIEW OF OBJECTIVES

Topic	Content Objective	Language Objectives
Counseling & Assessment	SS will be able to find information and answers to questions about counseling and assessment.	<p><i>Writing:</i> SS will be able to create an introduction paragraph (with a hook and a transition to the thesis statement) for a narrative essay.</p> <p><i>Grammar:</i> SS will be able to write a narrative paragraph in simple past tense.</p>
Academic Assistance	SS will understand the options of tutoring and library services offered on campus and will attend one tutoring session.	<p><i>Writing:</i> SS will be able to create an effective, cohesive thesis statement in an introduction paragraph for a descriptive essay.</p> <p><i>Grammar:</i> SS will be able to identify active voice and use strong, active verbs in thesis statements.</p>
Financial Aid	SS will be able to distinguish between grants, scholarships, loans, and work-study programs and will understand how to apply for various financial aid opportunities.	<p><i>Writing:</i> SS will be able to write an effective body paragraph (including a topic sentence, supporting sentences, and a concluding sentence) for a compare and contrast essay.</p> <p><i>Grammar:</i> SS will be able to use subordinating conjunctions and transition expressions to formulate complex and compound sentences.</p>
Student Life	SS will be able to find information on extracurricular support and social groups on campus and will participate in an extracurricular activity on campus.	<p><i>Writing:</i> SS will be able to create a cohesive conclusion paragraph (with a restatement of the thesis statement, a summation of ideas, and a coherent concluding sentence) for a process essay.</p> <p><i>Grammar:</i> SS will be able to use the imperative correctly in sentences. SS will be able to use modals of advice correctly.</p>
Review of Resources	SS will be able to recall various methods of finding information about different student resources.	

II. TOPIC ONE: COUNSELING AND ASSESSMENT

OBJECTIVES

Content: SS will be able to find information and answers to questions about counseling and assessment.

Writing: SS will be able to create an introduction paragraph (with a hook and a transition to the thesis statement) for a narrative essay.

Grammar: SS will be able to write a narrative paragraph in simple past tense.

Activities	Teacher Assessment
1. Student Success Stories	Check and correct answers during class discussion.
2. Online Tour of Resources	Monitor and check during student activity.
3. Counseling Appointment Write-up	Read and correct homework.

ACTIVITIES

Activity #1: Student Success Stories

Teacher	Students
<ul style="list-style-type: none"> reads two student success stories to class. (A-1) leads class discussion after groups have filled out logs. 	<ul style="list-style-type: none"> fill out listening log individually (A-2) take notes on discussion log in groups of 3-4

Listening & Discussion Log

1. “Anthony DeLuna” (Appendix B)

First Time Listening (without transcript)	Second Time Listening (with transcript)	In groups of 3-4, discuss and take notes (with transcript)
<p>Post-listening: In one sentence, write what this story is about.</p>	<p>During: What questions do you have when listening to this? Include any words you don't understand.</p>	<ul style="list-style-type: none"> What verb tense are most of the verbs in? <ul style="list-style-type: none"> ○ List two irregular: List two regular: List two time signal phrases that move the story along: Read the first paragraph and the last paragraph. Why does the author mention the Mosquito Festival and the murder of Selena? What is the turning point in this story? What was a challenge that Anthony had? List at least three college resources Anthony took advantage of: If you met Anthony today, what would be one question you would ask him?

2. “Yessi Chaffo-Ramirez” (Appendix C)

First Time Listening (without transcript)	Second Time Listening (with transcript)	In groups of 3-4, discuss and take notes (with transcript)
<p>Post-listening: In one sentence, write what this story is about.</p>	<p>During: What questions do you have when listening to this? Include any words you don't understand.</p>	<ul style="list-style-type: none"> • What verb tense are most of the verbs in? • List two irregular: • List two regular: • List two time signal phrases that move the story along: • Read the first paragraph of Anthony's story and the first paragraph of Yessi's story. Which paragraph do you like better? Why? • What was a challenge that Yessi had? • How did Yessi overcome that challenge? • If you met Yessi today, what advice would you ask her?

T leads class discussion:

- What do you know about the various student resources that are listed in both of these stories? Which ones did you not know about?
- What kind of a writing style are these stories written in?
- How do the verb tense and time signals help keep the stories in order?

Activity #2: Online Tour of Resources

1. Individually: Go to the DVC Learning Center/ ESL web page at <http://www.dvc.edu/academics/ed/english/lc-esl/index.html> (Appendix D). Click on *English learning resources*.

Narratives	Introduction Paragraphs
<ul style="list-style-type: none">• Click on the A to Z index of handouts and find a handout on narratives. Read it.• Write one characteristic of a narrative here:	<ul style="list-style-type: none">• Click on the A to Z index of handouts and find a handout on introduction paragraphs. Read it.• Write one characteristic of an introduction paragraph here:

- Read the entire list of handouts. Find two more that interest you. List them here and the reasons why they interest you:

1. Title:
Reason:

2. Title:
Reason:

2. Go to the DVC Library web page at <http://www.dvc.edu/library/index.html> (Appendix E). Go to the databases and click on *Films on Demand > Collections > English > Elements of Language > Writing and Composition*

Narratives
<p>SS listen to one half of one of the following videos, assigned in groups of 3-4.</p> <ul style="list-style-type: none">• <i>Elements of Narratives</i>• <i>Writing Narratives</i>• <i>American Writers on Writing: John Updike's Narrative Techniques</i> <p>All SS listen to the section "Al Young: Verb Tenses and Silences" from <i>Elements of Writing</i>.</p>

SS individually write answers to the following questions:

- What is an element of narrative mentioned in the video that was not covered in the handout?
- What tense does Al Young recommend for narratives? Why?

In-class practice: Write a 5- to 11-sentence narrative paragraph about one of the following:

- Your first day of college in the U.S.
- Your first challenge in the college system and how you overcame it.
- Something you didn't know about college in the U.S. and how you learned about it.

Be sure to use the _____ tense. Use time signal markers, such as _____ and _____.

3. Go to the DVC Counseling Center web page at <http://www.dvc.edu/enrollment/counseling/index.html> (Appendix F).

Counseling & Assessment Resources
<p>Individually</p> <ul style="list-style-type: none">• Click on the <i>Frequently Asked Questions</i> tab. <p>Look at the list of questions and circle the ones that Anthony and Yessi might have asked.</p> <p>Click on two of the questions you are curious about and give a brief summary of the answers here:</p> <p>1)</p> <p>2)</p> <ul style="list-style-type: none">• Click on the <i>Resources for Students</i> tab (Appendix G). Find one of the resources Anthony or Yessi used and read about it. <p>1) Would you use this resource? Why or why not?</p> <p>2) Which resource listed looks like it might be the most helpful to you?</p>

Activity #3: Counseling Appointment Write-up

Homework:

Create a question or choose one from the *FAQ list*. Go to a counseling appointment (scheduled or drop-in) and find the answer to your question and any others you may have. Write a 5- to 11-sentence narrative paragraph about your experience. You may include the experience of making the appointment itself. For the last sentence of the paragraph, write what you gained or learned from this experience.

III. TOPIC TWO: ACADEMIC ASSISTANCE

OBJECTIVES

Content: SS will understand the options of tutoring and library services offered on campus and will attend one tutoring session.

Writing: SS will be able to create an effective, cohesive thesis statement in an introduction paragraph for a descriptive essay.

Grammar: SS will be able to identify active voice and use strong, active verbs in thesis statements.

Activities	Teacher Assessment
1. Library Tour	Check and correct during class discussion.
2. Library Description Write-up	Check and correct homework.
3. Focusing on Thesis Statements	Monitor during activity. Check and guide during class sharing.
4. Scavenger Hunt of Library and Tutoring Center	Check and correct written answers.
5. Going for Tutoring	Check and correct homework.

ACTIVITIES

Activity #1: Library Tour

T asks SS:

- What online resources do you remember using in the last unit?
- Which of those resources did we find on the library web page?
- Do you have a DVC library card?
- What other library resources have you used besides *Films on Demand*?
- What other resources do you think the library has that you want to know about?
- What does a library look like? What does it smell like? What does it feel like? What does it sound like?

SS write down two questions to get ready for the library tour.

At the Library

Content: Library Resources	Writing: Description	Grammar: Actions
What are your two questions? 1. 2. What are the answers to those questions? 1. 2.	<ul style="list-style-type: none"> • Describe three objects you see. Think about color, shape, size. (You may include the library assistant giving the tour as one of the objects.) • Describe three things you hear. Use adjectives rather than just listing. • Describe how the library feels. You may include the temperature, the feel of the furniture, or anything else you notice. • Does the library have a smell? What does it smell like? 	<ul style="list-style-type: none"> • What do you see people doing? • What is the library assistant doing? • What are the other library workers doing? • What are the students doing?

In-class discussion after tour. T asks:

- What did you learn about the library that you didn't already know?
- What questions do you still have?
- Where can you find the answers to those questions?

SS write one sentence to the following question: What is the most important service the library offers and why?

Activity #2: Homework: Library Description Write-up

Write one 5- to 11-sentence paragraph about what the library at DVC is like. Be careful not to give a narrative. Describe the library and what people do there. For your last sentence, write what the most important service that the library offers is and why.

Activity #3: Focusing on Thesis Statements

Tasks SS:

- Take out your homework paragraph on the library description and re-read it.
- Underline all of the verbs.
- What tense did you write in?
- What sentence would you guess is the most important sentence? What is the name of the most important sentence in an essay?
- Did you use a hook? What is it? (SS share.)
- What online resources do you remember using in the last unit from the DVC Learning Center/ESL web page?

Individually, SS go online to DVC Learning Center/ESL web page at <http://www.dvc.edu/academics/ed/english/learningresources/index.html> (Appendix H).

Thesis Statement Handouts	Your Thesis Statement	Grammar
<ul style="list-style-type: none">• Look for handouts on thesis statements. List the titles of three here:<ol style="list-style-type: none">1.2.3.• List three things a successful thesis statement should have or do:<ol style="list-style-type: none">1.2.3.	<ul style="list-style-type: none">• Look at your “most important sentence” in your homework paragraph.• Do you accomplish the three things you listed for a successful thesis statement?<p style="text-align: center;">If yes, how, specifically?</p><p style="text-align: center;">If no, how would you change your thesis statement to make it match those criteria?</p>	<ul style="list-style-type: none">• In the samples of the good thesis statements you saw, what tense were the verbs in?• List three verbs you saw:<ol style="list-style-type: none">1.2.3.• Are these strong, active verbs?

- SS in groups of 3-4: Share your answers to the above questions.
- SS together as a whole class discuss answers to the above questions.
- SS individually, in-class: Reread your paragraph. Change any verbs so that they are strong, active verbs written in the simple present. Change your thesis if you need to in order to make it complete.
- 3-4 SS volunteer to share reading paragraphs out loud.

Activity #4: Scavenger Hunt of Library and Tutoring Center

NAME _____

Library Scavenger Hunt

1. Find the following items in the library. If you cannot locate something, ask the librarian. [Formulate your questions after each item you can't find.]

2. Pick up the following items while you are at the library and bring one back to class.

THINGS TO FIND

DID YOU FIND IT?

1. Videos/DVDs

YES ___ NO ___

2. Internet access

YES ___ NO ___

3. Books in your native language

YES ___ NO ___

4. ESL books

YES ___ NO ___

5. Children's books

YES ___ NO ___

6. Newspapers in English

YES ___ NO ___

7. Music CD's

YES ___ NO ___

8. Copy machine

YES ___ NO ___

9. Books on tape

YES ___ NO ___

10. Telephone books

YES ___ NO ___

11. Check-out desk

YES ___ NO ___

NAME _____

English Tutoring Center Scavenger Hunt

1. Find the following items in the English Tutoring Center. If you cannot locate something, ask the staff at the desk.

THINGS TO FIND

Where did you find it?

1. Handout on time management (Bring one back to class.)
2. CD on writing skills
3. Dictionary
4. Computers for student use
5. Computer for check-in
6. Stapler
7. Photos and names of tutors
8. Photos and names of instructors
9. Name of staff person who makes appointments
10. Card with tutoring hours and contact info. (Bring one back to class.)
11. Card with Writing Lab Hours (Bring one back to class.)

Activity #5: Homework: Going for Tutoring

Make an appointment for any of the following tutoring centers. Create two questions to ask a tutor or have a tutor help you on this homework assignment. Make sure you are in a class for the subject you are receiving tutoring for.

DVC Tutoring Lab Locations

Lab Name	Location	Location on map grid
Business Education Computer and Tutoring Labs	BFL 107-109	B 2
Chemistry and Physical Sciences Tutoring Lab	PS 110	D 2
Computer Center	Library 148-150	D 2
Disability Support Services	SSC 213	C 3
Economics Tutoring	BFL 108	B 2
English Tutoring Lab	LC 105	C 2
EOPS Tutoring Services	SSC 127	C 3
Foreign Languages Lab	BFL 211	B 2
Geography Tutoring Lab	ATC 112	C 1
Life and Health Sciences Lab	LHS 116	D 1
Math Lab	LC 200	C 2
SRC Reading and Writing Lab	E 174 (SRC)	SRC first floor
SRC Spanish Lab	E 174 (SRC)	SRC first floor
SRC Math and Accounting Lab	E 188 (SRC)	SRC first floor
SRC Science Lab	E 188 (SRC)	SRC first floor

Tutoring is offered by appointment at the English Tutoring Lab and on a drop-in basis at the others listed above. Some labs offer both one-on-one and group tutoring. [Computer lab locations and hours](#)

[Printable pdf of the Pleasant Hill Campus map with alternate routes and location grid.](#)

[Printable pdf of the San Ramon Campus map](#)



Write a 5- to 11-sentence descriptive introductory paragraph describing the tutoring center you went to. Remember to use strong, active, simple present tense verbs and to use adjectives, adverbs, and your senses for describing. End with a proper thesis describing what you think is most helpful about the tutoring center you visited.

IV. TOPIC THREE: FINANCIAL AID

OBJECTIVES

Content: SS will be able to distinguish between grants, scholarships, loans, and work-study programs and will understand how to apply for various financial aid opportunities.

Writing: SS will be able to write an effective body paragraph (including a topic sentence, supporting sentences, and a concluding sentence) for a compare and contrast essay.

Grammar: SS will be able to use subordinating conjunctions and transition expressions to formulate complex and compound sentences.

Activities	Teacher Assessment
1. Survey on Financial Aid	Check and correct answers during class discussion.
2. Follow-up on Financial Aid Questions	Check and correct student sentences.
3. Follow-up on Coordinators, Subordinators, and Transition Expressions	
4. Finding and Using Subordinators and Transitions	
5. Body Paragraphs on Financial Aid Options	Check and guide during student sharing.
6. Compare and Contrast Essay on Financial Aid Options	Check and correct essays.

ACTIVITIES

Activity #1: Survey on Financial Aid

SS will survey each other and current students on campus at DVC. They may also use the student success stories on the DVC website to find out some answers.

When you approach someone, be sure to use the following introduction:

Hi. I'm doing a survey on financial aid for my English class. Do you mind if I ask you some questions?

Tuition

How much tuition did you pay this year?

Grants

Do you know how to apply for a grant? If so, how?

Scholarships

Have you applied to any scholarships? If so, which ones?

Loans

Do you know the difference between a subsidized and an unsubsidized loan? If so, what is it?

Work

Do you work? If so, how many hours a week?

Fee Waivers

Do you know what a fee waiver is? If so, what is it?

FAFSA

Do you know what FAFSA stands for? If so, what?

Child Care

(Find someone who has children.)
How do you handle child care or how did you previously?

DREAM Act

Do you know what the DREAM Act is?
Can students under the DREAM Act receive financial aid?

SS share answers in a large group to the class.

T leads discussion and lists answers and unanswered questions on the board.

Activity #2: Follow-up on Financial Aid Questions

Homework:

1. Find the answers to the 2 unanswered questions above by exploring the DVC Financial Aid website at <http://www.dvc.edu/studentservices/financial-aid/index.html> (Appendix I) or by visiting the Financial Aid office on the first floor of the Student Services Building, and/or by calling the Financial Aid office at (925) 691-1132.
2. Find out about at least one other financial aid resource not covered in the survey.
3. Read about that resource and be ready to report back to class.

Activity #3: Follow-up on Coordinators, Subordinators, and Transition Expressions

T leads class discussion on similarities and differences of financial aid resources.

SS review handout on coordinators, subordinators, and transition expressions (Appendix J) and recall what words they used in their discussion.

Activity #4: Finding and Using Subordinators and Transitions

- SS read information on scholarships and taxes (Appendix K) twice. The second time, SS underline subordinating conjunctions and transition expressions.
- SS:

Create 2 sentences using *subordinators* to show **similarities** between two financial aid resources.

- 1.
- 2.

Create 2 sentences using *transition expressions* to show **similarities** between two financial aid resources.

- 1.
- 2.

Create 2 sentences using *subordinators* to show **differences** between two financial aid resources

- 1.
- 2.

Create 2 sentences using *transition expressions* to show **differences** between two financial aid resources.

- 1.
- 2.

5-6 SS volunteer answers on the board. T reviews punctuation for complex sentences with subordinators and compound sentences with transition expressions.

Activity #5: Body Paragraphs on Financial Aid Options

T asks SS what the five most important or interesting financial aid options are for them. T writes them on the board.

T asks SS why each one is important and asks SS to choose individually two that are the most important to them from the entire list.

Individually in class:

- SS write one sentence about both resources and why they are important.
- SS write 3 to 6 sentences describing the resources and how they are different and how they are the same. Each sentence can be about just one resource or about both, but the paragraph must be about both resources.
- SS individually write one sentence about either
 - 1) Which resource is better for the students in this class? OR
 - 2) How could these two resources help students in this class?

2 SS volunteer reading their paragraphs to the class. T leads a discussion on identifying the topic sentence, supporting sentences, and concluding sentence of the essays.

Activity #6: Compare and Contrast Essay Outline on Financial Aid Options

Write an outline of an essay for comparing and contrasting any two of the following:

any 2 of these	OR	any 2 of these	OR	any 2 of these	OR	any 2 of these
grants		Cal grant		Federal Work-Study		need-based loan
scholarships		Pell grant		CalWorks		non-need-based loan
loans		Chafee grant		EOPS grants		
work-study programs						
fee waivers						

Homework follow-up:

Write a rough draft of an essay that includes:

- I. An introduction with a hook and thesis.
- II. Two to three body paragraphs comparing and contrasting two of the above choices. Each paragraph should have a topic sentence, 3 to 6 sentences of support, a concluding sentence, and at least one subordinator and one transition expression.
- III. A short conclusion restating why you chose these two resources and either 1) whether you will use one and why or 2) whether you would recommend one to a friend and why.

V. TOPIC FOUR: STUDENT LIFE

OBJECTIVES

Content: SS will be able to find information on extracurricular support and social groups on campus and will participate in an extracurricular activity on campus.

Writing: SS will be able to create a cohesive conclusion paragraph (with a restatement of the thesis statement, a summation of ideas, and a coherent concluding sentence) for a process essay.

Grammar: SS will be able to use the imperative correctly in sentences. SS will be able to use modals of advice correctly.

Activities	Teacher Assessment
1. Visit from Club Representative	Monitor, check, and correct students' answers.
2. How to Become and Be a Club Member	
3. Exercise on Imperatives and Modals	Monitor and check during discussion.
4. Exploring Student Life	Check and correct homework.
5. Summary Exhibition on Student Life Opportunities	Attend rotations of student presentation.

ACTIVITIES

Activity #1: Visit from Club Representative

- Read the list of student clubs (Appendix L). Choose 3 clubs you would join if you had the time.
- What would you like to ask about the clubs' activities? Prepare 3 questions for the guest speaker from the International Students Club.
- Take notes during the guest speaker's visit.

Three Clubs	Three Questions	Notes
1. 2. 3.	1. 2. 3.	

Activity #2: How to Become and Be a Club Member

T makes chart on board and SS write answers on the board.

- What is the main mission of the International Students Club?
- What kinds of activities does the club do?
- What role does the speaker have in the club?
- What kinds of students would benefit from this club?
- How does one become a member of this club?

SS answer individually in full sentences.

If someone wants to become a member of this club, what should she do?	
Who should join this club?	
Who can become an officer in this club?	
What does a member need to do in the club?	
What kinds of activities can you do in this club?	

5 SS volunteer to write answers on the board.

T guides students to notice imperatives and modals in their responses (verbs in base form; *should*, *need to*, etc.)

Activity #3: Exercise on Imperatives and Modals

SS read the Student Life web page (Appendix M) and follow the instructions.

Each sentence below has errors either in grammar or in the information given. Put an “X” in the column for which kind of error it is, and then correct the sentence.

Sentence:	Error:		Correct to:
	Grammar	Info.	
The Connect Card is free, but the Student I.D. card is \$10.			
A student should obtains a Connect Card at the Student Life Office in the Student Union building, the Library at the Pleasant Hill campus, or at the Learning Commons at San Ramon Center (SRC).			
Students who would prefer a color photo for their ID card need to pay \$5.			
You may adding money to your Connect Card for printing in campus computer labs.			
You can purchase an optional activity and discount sticker for a 5% discount on textbooks and other items from the DVC Book Center, free admission to DVC athletic events, and discounts from many off-campus businesses.			

Activity #4: Exploring Student Life

Using the DVC website, find an event that you would like to attend.
List of events to choose from:

a club meeting	a financial aid workshop	a brown bag lecture
a College Success Workshop	a student matinee of a DVC play*	a DVC student music performance*

Attend and take notes.

Homework: Write a rough draft of a process essay about either 1) how to become a member of a specific club and participate in that club OR 2) how to accomplish what was covered in the workshop or event attended OR *3) the process of attending a performance, including finding information, getting a ticket, what to do before the performance, etiquette during the performance, and what to do after the performance is done. The essay should have

- an introduction with a hook and thesis
- 2 to 4 body paragraphs explaining the process and giving advice, including imperatives and modals in each paragraph.
- a conclusion that restates the thesis in different words, that includes an overview of the most important points of the essay, and that ends with a concluding sentence stating what the benefit to students will be if they follow the steps of the process.

Activity #5: Summary Exhibition on Student Life Opportunities

SS individually prepare a visual aid and a four-minute spoken summary of their essay on a student life activity or event. Three students will set up and present for a rotation and so on until the entire class has presented.

The visual aid <i>can</i> consist of any combination of the following:	The spoken summary <i>must</i> consist of:
<ul style="list-style-type: none"> • their conclusion paragraphs 	<ul style="list-style-type: none"> • the main points of their conclusion paragraph
<ul style="list-style-type: none"> • handouts or brochures from the event/activity 	<ul style="list-style-type: none"> • one detail about what they learned at the event or a question they had answered
<ul style="list-style-type: none"> • photos from the event/activity 	<ul style="list-style-type: none"> • what the best part of the event was
<ul style="list-style-type: none"> • online information about the event 	<ul style="list-style-type: none"> • advice they would give on how to attend this kind of event and what to do at this kind of event
<ul style="list-style-type: none"> • any other visual information about the event 	<ul style="list-style-type: none"> • opinions on whether or not their fellow classmates would enjoy or learn from this type of event or not

VI. TOPIC 5: REVIEW OF RESOURCES

OBJECTIVE

Content: SS will be able to recall various methods of finding information about different student resources.

Activities	Teacher Assessment
1. In-class Writing	Read and check.
2. Beyond the Classroom	Read, check, and correct.
3. Giving a Campus Tour	Check and correct during class discussion.

Activity #1: In-class Writing

Your Experience

Write at least one page discussing your experiences over the last few weeks. Keeping your writing in paragraphs, rather than individual sentences, answer the following questions:

- Do you feel more comfortable getting around on campus at DVC? Why or why not?
- Do you feel more comfortable with the DVC website? Why or why not?
- Were there any resources you found out about that were helpful to you?
- Do you feel more confident asking questions in person? Why or why not?
- Do you feel more confident asking questions on the telephone? Why or why not?
- Which type of writing is your favorite: narrative, description, compare and contrast, or process? Why?
- How could you combine these styles of writing in one essay, using one of these student resources as a topic?
- Do you have any remaining questions for me? Number them and write them down separately after the last paragraph.

Activity #2: Beyond the Classroom

Task: Work with a partner(s) to find the following information. You will need to ask some questions to find the information.

1. Go to the Admissions Office. Pick up a continuing education catalog and an application. Bring them back to class.

2. Pick up information about degree/certificate programs that interest you. (For example: nursing, child development, cosmetology, business). Bring them back to class.

3. Where is the cafeteria located? (What floor? What room number?) What are people doing in there?

4. Where do you get ID cards? _____

5. Does the college have a career development center? If yes, what services do they have?

6. Where is the testing center? _____

7. Is there child care available at this college? What are the requirements for registering a child?

8. Notice the people at the college. What kind of people do you see? What languages do you hear?

After the activity:

9. What new words or phrases did you learn doing this activity? Write them here:

Activity #3: Giving a Campus Tour

Directions: Imagine you are a group of student representatives and you are giving a tour to a group of new students. They ask you questions about various challenges they have. See how fast you can fill in the circles with where they can go to find some answers. The first group to finish will receive prizes. A bonus prize goes to the student who can ask the group the appropriate questions.



APPENDIX B

Student Success Story: “Anthony DeLuna: From Dead End in Texas to UC Berkeley, Thanks to DVC”

Anthony DeLuna grew up south of Houston in Lake Jackson, Texas, a small town where the biggest thing that happens is the annual Mosquito Festival, celebrating larger-than-life mosquitoes. Yes, mosquitoes. The only local celebrity was Selena, the singer who was murdered at age 23. DeLuna dropped out of Brazoswood High School at age 16, and earned his GED at 18. He moved to Houston, but soon lost his job there, and with only a GED and very limited options, he was sleeping on a friend’s sofa with no idea what to do next. His life was going nowhere fast.

Then in June 2007 his mother called. Would Anthony like to join her and his sister on a road trip to California to visit cousins, aunts and uncles?

“There was nothing else going on in my life, so I packed for a two-week trip and set off,” DeLuna said. “We did the whole L.A. and Hollywood bit, then headed to a place called Clayton outside San Francisco, to visit with an uncle and cousins I had never met. We enjoyed ourselves all weekend, and then it was time to go. My mother was packing. I went to put my things in the car, and my mother said, ‘You’re going to stay.’”

What?? “I couldn’t believe my ears,” DeLuna said. “I told her my whole life was back in Texas, my girlfriend, my stuff, all my friends. But it was non-negotiable. She cried, and I knew that was that. My cousin got along with me like a brother, and they had a nice house— something I really wasn’t used to— so reluctantly I agreed.”

It was a great decision.

By 2009, thanks to achieving resident status and qualifying for financial aid, DeLuna could afford college. He enrolled at Diablo Valley College in January 2009 with a major in business administration. “I can still remember that first nerve-racking day in Mr. Lacayo’s business statistics class like it was yesterday,” he said.

“My first semester I had to get adjusted to college life because it was the first time in more than eight years that I had been back in a classroom setting,” he said. “But after that I became a well-known face on campus.

“I was in EOPS (Extended Opportunity Programs and Services) and met many people that way,” he continued. “I joined Alpha Gamma Sigma and ran for president that semester and lost, but I came back the next election and became the public relations officer for the next two semesters. Along with the team, and especially Nick Carter, the activities coordinator,” DeLuna said, “we designed T-shirts now sold in the DVC bookstore, and we had the highest-grossing fundraiser in the chapter’s history.”

He also was a federal work-study student, and worked on campus with Emeritus College, the adult education program.

“I started in August 2009 and worked there until I transferred,” he said. “That was a sad day, because it was not only the job I’d had the longest, but I made many friends with the seniors who attended our classes, with the people I worked with, and with the distinguished Board of Directors members with whom I had the pleasure to serve as secretary for over a year.”

DeLuna received numerous scholarships through the scholarship office, and became great friends with Leslie Mills, who helped him get a full scholarship to UC Berkeley. He was the student keynote speaker at the annual 2011 scholarship reception.

Although he knew about the Puente program, DeLuna said, “I had advanced too far in English to be allowed into the program. But I was receiving so much support from friends staff, and professors at DVC that I felt I had to give back. So I approached the Puente coordinator, Patrick Leong, and asked him how I could help.”

Leong came back with a proposal that DeLuna accepted with excitement: to be the supplemental aid/tutor for Puente.

“I was scared beyond belief the first day and for the first tutoring session I gave, but powered through it,” DeLuna said. “I really tried to give more than great writing tips. I tried to give life lessons on how someone could be at the low of all lows, but with education they could make a path with a degree that no one could ever take from them.

“Sometimes students would come up to me and thank me for the help, and say that something I had done made a difference for them. That was my goal, and I accomplished it. That role taught me to be confident in who I am, and that no matter my background, my intelligence shone through. I actually would recommend that to anyone whose goals are aligned with the goals of the program.”

DeLuna earned a certificate in Business Core Transfer, and transferred to UC Berkeley just one math class short of earning an Associate degree. He started at Cal in August with a major in American Studies, and says he will probably have a double major in Sociology with a focus on organizations and institutions.

DeLuna said he will stay involved with outreach programs that encourage transfer to UC Berkeley.

“Cal is one of the best and most challenging experiences of my life,” DeLuna said. “Everyone is so darn brilliant! One of our professors won the Nobel Prize this year. Isn’t that cool?”

Would he recommend DVC to others?

“I miss DVC!” he said. “What an awesome school. Everyone there was willing to go above and beyond. Professors care about teaching you the material because they all have passion for what they

do. The staff helped me in any way possible. More than that, DVC was the stepping stone to the larger goals in my life, and for that, I consider it a life saver.”

As for the future, DeLuna hopes to start his own Internet business.

“Other than creating my own business, I’d like to travel and see the world. I want to get married and have a family, and live without financial struggles. I’d like to make a difference. This degree that I’ll receive from Berkeley will allow me to create a tangible future as long as I continue my fervor for education, which led me right where I am. I continually search for ways to ensure my successful future so that I can take care of myself, my family, and make a difference in my community. I feel I am made for something bigger. I wasn’t given this precious life to just sit around and wait. I go out and find life. I love my family and my girlfriend, and I cherish each day with the wonderful friends I have made.”

APPENDIX C

Student Success Story: “Yessi Chaffo-Ramirez Got a Second Chance at DVC”

Yessi Chaffo-Ramirez always knew she wanted an education. She didn’t know that it would take enrolling at Diablo Valley College before she really got one.

At the age of nine, Yessi immigrated to the United States with her family from their home in Lima, Peru. None of them had ever had even an introduction to the English language.

The family lived in San Francisco, and at that time, Yessi’s public elementary school did not yet have an English as a second language program. Though she spoke no English, Yessi, like so many others, was passed from grade to grade, not understanding a thing that was being taught to her except for math.

When Yessi reached the sixth grade, her parents enrolled her in a private school. There, she was put in the fifth grade, and then held back in the fifth grade three times because— as she was forced to translate to her parents in a parent-teacher conference— she had “some kind of mental retardation.”

“I was so upset over that, I was determined to show them that was not so,” Yessi said. “That semester I focused all my energy in studying really hard, and I finished the semester with honors. Of course, by then I had learned enough English to get by, and from that semester on, I passed all my classes and graduated from the eighth grade.”

When it was time for high school, her parents could no longer afford private school for Yessi and her brother, so they put them in a local public high school. “I thought walking around not understanding much English or what was going on was frightening enough,” Yessi said. “But I soon learned things definitely could get far worse: gang fights and shootings were part of a typical day at my new school. The chaotic environment was too terrifying for me, so I decided to leave.”

With the support of her mother, Yessi enrolled a short time later at Independence Continuation High School. She met with an assigned teacher once a week, had a short lesson, turned in assignments, and picked up new ones for the following week.

“I also worked a full time job to help out my parents,” Yessi said. “I felt I was not successful in school, and decided to learn *my* way. I wanted to see for myself all those places I read about in my history and social studies textbooks. The job gave me the opportunity to afford my passion for traveling abroad during the summer. I put money aside from every paycheck for my travels, and I learned a great deal indeed!”

In 1992, Yessi graduated from high school, and at age 20, she married her first husband. Five years later, she divorced and moved in with her parents, who now lived in Concord. It was then she decided to pursue her long-held passion of going to college.

A friend introduced her to DVC, and in the summer of 1999 she enrolled.

“My first couple semesters at DVC, I failed miserably,” she said. “First, I chose summer session to begin, but it was too short and fast-paced for me. I thought I would do better with a regular-term class. But when fall classes began, I continued to feel ill-prepared in many of my classes.

“Like many other students, I blindly chose classes based on interest only,” Yessi said. “I often overlooked prerequisites noted on the class schedule because I honestly did not understand what it meant, and I was too embarrassed to ask. So there I was, taking classes for which I was not academically prepared. I did this for a couple of semesters, and was getting really frustrated and becoming very disappointed with myself because I was not succeeding in these classes I had chosen. I was starting to think there was something wrong with me. Maybe I was too old to embark on this academic journey (I was 27 years old by then), or maybe it was too late for me.

“My Latin American history instructor, Marge Lasky, took notice of my struggle,” she continued. “Even though I had a lot of passion for learning and for the subject, I was failing her class. She asked me about my academic background, and soon realized the problem.

“What was really wrong, of course,” Yessi said, “is that I didn’t have much of a chance from the beginning.”

First, she struggled learning English, though she became somewhat proficient in English by the time she got to high school. But after being passed from grade to grade in elementary school without understanding anything except math, she did not have the academic foundation she needed to succeed in the rest of her classes.

“Marge Lasky suggested I do some testing at the Assessment Center to figure out the level of classes I should begin with, and it was then I learned that, academically, I was at remedial level. She [Lasky] also referred me to Rita Delgado and the Puente Program. That is when things started to turn around for me.”

In her last year at DVC, with the help of her math instructor, Cheryl Wilcox, Yessi also learned that she has a learning disability.

“All I can say is bless Mrs. Wilcox for noticing that,” Yessi said. “If it weren’t for her, I would not have been tested and received the assistance I needed to be successful in my remaining semesters at DVC and then at UC Davis. I went from a ‘D’ to an ‘A’ in my math tests. So I say yay for Mrs. Wilcox, and thank you for all the love and support!”

Yessi found a lot of help from those in Puente (Rita Delgado, Lupe Dannels, Karen Toloui, Patrick Leong, Puente classmates and mentors); the DSS and Learning Center on campus and tutors such as Laura Zink, Candice Valentin, and Rosita Harvey; caring professors, including Nancy Malone, Rebecca Bales, Robert Peters, Marge Lasky, Cheryl Wilcox, Mary Beth Hartshorn, Manuel Gonzalez, Andy Barlow, James Rawls, Milagros Ojermark, Franco Guidone, and Deya Hill; and the

staff members in Financial Aid, the Transfer Center and Job Placement.

“They all helped me along the way, and lent me their support and encouragement, which was vital to my success at DVC and onward,” she said. “I am forever thankful to all these beautiful people.”

Yessi completed her studies at DVC, majoring in Liberal Arts, and transferred to UC Davis in 2004. She graduated from UC Davis in 2008 with honors, earning a B.A. degree in Native American Studies with a minor in Education.

Soon after graduating from UCD, Yessi married Ricardo Ramirez, a current DVC student, and

started a family 18 months ago. Though she worked in the Early Education field for a couple of years, she is not currently working. “I do still have an interest in working with children, but it will be in the Counseling field,” she said.

Does she have any advice for current high school students?

“I would absolutely recommend Diablo Valley College to others,” Yessi said. “DVC not only provides high quality education, but also has excellent instructors who care and are committed to helping students succeed. I also recommend the Puente Program to other students. The Counseling component of Puente is what most students are looking for: more one-on-one guidance, and because Puente is a two-semester commitment, you build a sense of family with your instructors and classmates.

“If you are unsure of your major, it’s okay,” she continued. “You are not alone, as many of us start off not knowing our field of studies right away. Start with your general requirements, and in the process you will get a sense of the kind of classes you are drawn to, which will lead you to determine your field of interest. Definitely take a career and/or counseling class to help you with that. Taking Rob Peters’ Career 110 class really helped me narrow down my career interests.

“For those who had it rough during your high school experience,” Yessi continued, “college is your second chance. DVC is full of special people. They are waiting to make you another success story. You are the author of this new chapter of your life. Make sure it is everything you want it to be.

“Above all, dream big and aim high, because Si se puede! Yes you can! Because everything is possible.”

APPENDIX D

DVC Learning Center/ESL Web Page

DVC DIABLO VALLEY COLLEGE *more choices* InSite/WebAdvisor Calendars WebCT

Offices and departments

College administration
Campus locations
Divisions
Academic subjects
Resources and services
Information and publications
Degrees and certificates

Learning resources
Reading skills
Study skills
Writing skills
ESL Tips
Tutor resources
Handouts A to Z

Catalog | Schedule of classes | Admissions/Registration/Dates | Request more information | Contact DVC | Faculty/staff directory | Feedback

English tutoring lab materials

Home > Offices and departments > English > Learning resources >

Learning Center Resources

Study, read, and write like a pro!

Here, you'll find over 100 handouts to help you succeed at DVC. You can improve your studying, reading, and writing skills with these great resources, which are arranged by basic category, then sections within each category. You'll also find special sections for ESL students and tutors.

At the top of each page of resources, you'll find links to the basic categories, regardless of where you are. You'll also see a link called "Handouts A to Z" that will show you all the handouts by name. If you already know some or all of a file's name, [click this link](#).

Study skills	Reading skills	Writing skills
Tips for ESL Students	Resources for Tutors	Handouts A to Z

There are even more handouts on various topics at **The English Lab, Room LC-105**.

We're open:

- Mondays through Thursdays, 8:30 a.m. to 8:00 p.m.
- Fridays, 8:30 a.m. to 3:30 p.m.
- Saturdays, 11:00 a.m. to 3:00 p.m.

NOTE: Hours vary in summer. Check with us.

All student currently registered in credit courses are eligible for two hours of tutoring per week. English tutors help students develop, clarify, and organizer their ideas, as well as learn to find and correct errors. English tutors can also help students develop effective reading and writing strategies and good study skills. The English program also offers computer-assisted learning in grammar, reading comprehension, writing, vocabulary, spelling, and pronunciation.

Pleasant Hill Campus - 321 Golf Club Road, Pleasant Hill, CA 94523 - 925-685-1230
San Ramon Campus - 1690 Watermill Road, San Ramon, CA 94582 - 925-866-1822
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DVC

Retrieved from the Diablo Valley College website, ESL/Learning Center page, *Learning Resources*:
<http://www.dvc.edu/academics/ed/english/learningresources/index.html>

APPENDIX E

Films on Demand

Elements of Narratives



Email + Playlist Favorite <> Embed Citation & Custom Segment

NOW PLAYING

8,532 views

Elements of Narratives (18:54)

This dynamic program takes an in-depth look at the structure and components of narrative writing. Viewers learn that narratives must include characterization, plot structure, tone, mood and setting, stylistic techniques, diction, and themes, and that these elements are brought to life through the careful choices of the author. The video also defines key concepts: character perspective, protagonist and antagonist, character development, rising action, dramatic tension, irony, foreshadowing, and more. With clear and concise explanations and examples that viewers will readily relate to, this is an essential introduction to the fundamentals of narrative writing. A viewable/printable worksheet is available online. (19 minutes)



Segments Full Title

Related

Continuous Playback

1. What is a Narrative? (05:09)

Elements of narration include perspective or point of view, character types such as protagonist and antagonist, and characterization.

2. Plot Structure (04:11)

Every story has a framework that holds it together. Viewers learn about exposition, conflict and complications, rising action, climax, turning point, denouement, falling action, and resolution. Plot movement may be linear/chronological or circular.

3. Tone, Mood, and Setting (02:53)

Tone, mood, and setting provide the substance, color, and look of the narrative. Mood is often referred to the atmosphere or dominant feeling of the story. The role of the reader is to understand the

Writing Narratives



Email + Playlist Favorite </> Embed Citation & Custom Segment

NOW PLAYING

130,304 views

Writing Narratives (17:54)



This informative program exposes areas of narrative writing that most frequently pose challenges for beginners, providing tips and techniques for authoring a good read. Viewers learn how to create well-rounded characters, complete with motivations and character flaws; techniques for establishing tone and mood; and how to capture attention starting on page one. The video also covers writing realistic dialogue, developing a good plot line, building tension, and arriving at a successful ending. A viewable/printable worksheet is available online. (18 minutes)

Item Number: 47568

Date Added: 02/15/2012

© 2011

Segments Full Title

Related

Continuous Playback

1. Character Development (03:47)

The main character, or protagonist, must want something. It is his/her desire to achieve that goal that drives the character forward. A character must be believable and sympathetic.

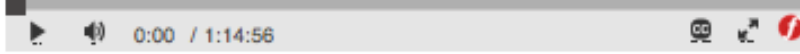
2. Hook the Reader (02:04)

Great stories draw readers in by focusing on universal themes. Good narratives engage readers on an emotional level. Get straight into the drama. The hook at the beginning should be connected to the ending.

3. Establishing Tone and Mood (02:08)

The author's attitude is communicated to readers through tone. Tone can be humorous, serious, witty, suspicious, and more. Tone is

American Writers on Writing



[Email](#) [+ Playlist](#) [♥ Favorite](#) [</> Embed](#) [🔗 Citation](#) [🔍 Custom Segment](#)

NOW PLAYING

65,980 views

John Updike's Narrative Techniques (04:35)

From Title: American Writers on Writing

MACNEIL LEHRER

Author John Updike discusses how he takes the mundane and makes readers want to read about it. He wants to entertain and surprise his readers--and ultimately to satisfy them. He discusses his short story "A & P."

Item Number: 37580
Date Added: 03/05/2009
© 2006

Filed Under: [American Literature](#) • [Elements of Language](#)

Segments **Transcript**

Related
 Continuous Playback

1. Frank McCourt: State of Poverty (03:37)

Elizabeth Farnsworth speaks with Pulitzer Prize-winning writer Frank McCourt about his Irish childhood and his best-selling memoir "Angela's Ashes." His mother Angela lived in a permanent state of bereavement.

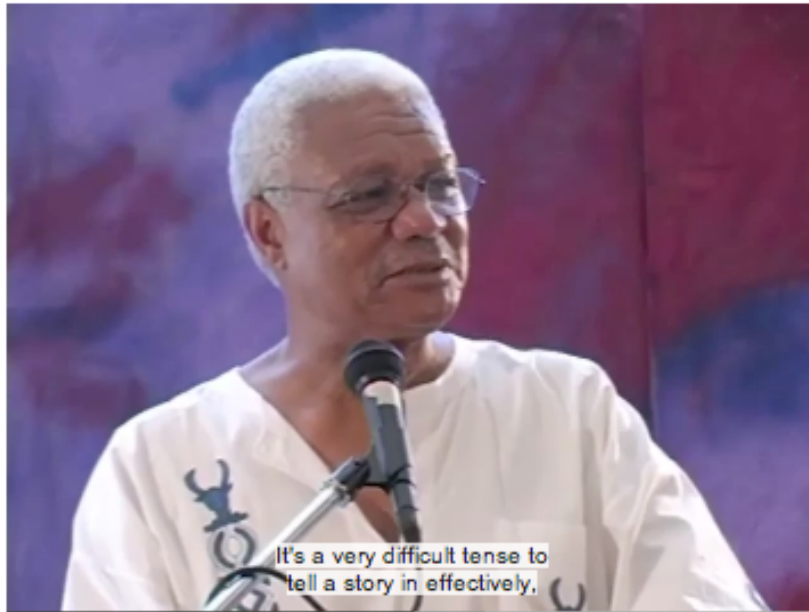
2. Frank McCourt: Narrative Voice (03:34)

Frank McCourt reads excerpts from "Angela's Ashes" in which he describes his father. He discusses how he found his "voice" in the narrative. He credits his effectiveness in the classroom to his willingness to be authentic.

3. Frank McCourt: Poverty to Wealth (01:42)

From abject poverty to wealth, Frank McCourt compares his life today with that described in

Elements of Writing



Email Playlist Favorite Embed Citation Custom Segment

NOW PLAYING

4,778 views

Al Young: Verb Tenses and Silences (02:39)

Source: Tin Cat

From Title: Elements of Writing

Media

Jim Houston used imagination creatively in order to effectively use present and past pluperfect tenses. Silences in narratives allow readers to imagine what might have happened.

Item Number: 35088

Date Added: 03/05/2009

© 2005

Filed Under: Elements of Language

Segments Transcript

Related: characters, primary and secondary characters, time, summary, narrative, and audience when writing their stories.

13. Al Young: Verb Tenses and Silences (02:39)

Jim Houston used imagination creatively in order to effectively use present and past pluperfect tenses. Silences in narratives allow readers to imagine what might have happened.

14. Influence of Roots in One's Writing (08:24)

Panel members, Mark Childress, James Brown, Lynn Freed, Al Young, and Olga Carlisle, share how their place of birth and roots influence their writing subjects and themes.

15. Displacement and Writers (06:39)

Panel members Childress, Carlisle, and Young share how being different and displaced

APPENDIX F

Frequently Asked Questions on the DVC Counseling Center Web Page

Questions:

- How can a DVC counselor help me?
- How can I make an appointment to see a counselor?
- How do I add/drop a course?
- How do I become a student at DVC?
- As an international student, how do I enroll at DVC?
- I'm interested in transferring to a private or out-of-state college or university. How do I know which courses to take?
- How do I calculate my GPA, my transferable GPA?
- What do I do if the courses I want to take are full?
- What is the maximum number of units I can take pass/no pass?
- If I believe I already meet the prerequisite for a course, what do I do?
- What should I do if I get a "D" or "F" in a course?
- How does a "W" affect my admissibility to a university?
- How often can I take the math or English assessment tests?
- How can I dispute a grade that I received?
 - Where do I find important dates and deadlines?
- How can I find admissions statistics about the University of California system?
- If I get an A.A./A.S. (associate in arts/science degree), can I automatically transfer to a four-year college?
- How many units must I be enrolled in to be considered "full-time"?
- How can I apply for financial aid?
- How can I apply for scholarships?
- I still have a question, is online counseling available?

APPENDIX G

Resources for Students on the DVC Counseling Center Web Page

On Campus Resources

- [AB 540 Resources](#) (*both on and off campus resources*)
- [Articulation Agreements with California Independent Colleges and Universities](#)
- [Career and Employment Services](#)
- [Disability Support Services \(DSS\)](#)
- [Extended Opportunity Programs and Services \(EOPS\)](#)
- [Financial Aid](#)
- [International Student Admissions and Services](#)
- [San Ramon Campus Services](#)
- [Scholarship Office](#)
- [Student Life Office](#)
- [Study Abroad Program](#)
- [Transfer Service](#)
- [Tutoring Center](#)

☐ Mental Health and Other Crisis Resources

- [Confidential Student Assistance Program](#) (*Five free sessions if enrolled in 6 or more units*)
- [211 Info and Referral](#) (*Provided by Contra Costa Crisis Center - 211*)
- [24 Hour Crisis & Suicide Prevention Line](#) (*Provided by Contra Costa Crisis Center - 211*)
- [Grief Counseling](#) (*Provided by Contra Costa Crisis Center - 211*)
- [Health & Education](#) (*Provided by the National Institute of Mental Health*)
- [Homeless Services](#) (*Provided by Contra Costa Crisis Center - 211*)
- [JFK University Community Counseling Center](#) (*Sliding scale psychotherapy in Concord*)
- [Youth Services](#) (*Provided by Contra Costa Crisis Center - 211*)

Printable Crisis Resources Guides (provided by the Contra Costa Crisis Center)

- [Central County \(Central County en Español\)](#) - pdf
- [East County \(East County en Español\)](#) - pdf
- [West County \(West County en Español\)](#) - pdf
- [Help in hard times \(Help in hard times en Español\)](#) - pdf
- [Low-cost Medical \(Low-cost Medical en Español\)](#) -pdf
- [Parenting \(Parenting en Español\)](#) - pdf

Retrieved from the Diablo Valley College website, Counseling Center page, *Resources for Students*:
<http://www.dvc.edu/enrollment/counseling/resources.html>

APPENDIX H

Thesis Statement Handout Titles on DVC's ESL/Learning Center Handout Page

Writing Thesis Statements

- **Thesis statement—definition and structure.** You can break a thesis statement into three parts following these examples.
- **Thesis statement questions.** Get the answers to why you need a thesis statement, what a thesis statement consists of, and how you construct a solid thesis.
- **Forming a thesis sentence for a term paper.** Stuck with a term paper? Here's how to use a preliminary thesis sentence and pose questions so you can get writing.
- **Thesis statement checklist.** Find out the criteria for a successful thesis statement.

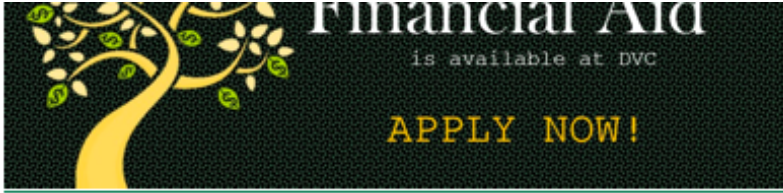
APPENDIX I

DVC Financial Aid Office Web Page


Financial Aid

- About us
- Announcements
- Workshops and Events
- 5 steps to Apply
- Types of Financial Aid
- Forms and Tutorials
- Policies and Procedures
- Scholarships
- Foster Youth Program
- California DREAM Act
- Resources
- Net Price Calculator
- FAQs
- Consumer Information

Student Life Office
DVC DREAMERS



Financial Aid Office
321 Golf Club Road, Pleasant Hill, CA 94523
Student Services Building, First Floor
925-969-2009 – Office
925-691-1132 – Fax
DVCfinancialaid@dvc.edu
DVC Federal School Code: 001191



What is Financial Aid?

Financial Aid is money for college. It is provided by the United States taxpayers to ensure that everyone who wants a college education has the financial ability to pay for their college expenses. Financial aid is also a partnership between you - the student - and the college that provides money to help pay college costs. If you receive financial aid, it is expected that you will enroll in courses needed to complete your chosen program, work hard at learning, and move responsibly toward successful completion of your educational goal.

- [About Us](#)
- [Announcements](#)
- [Workshops and Events](#)
- [5 Steps to Apply](#)
- [Types of Financial Aid](#)
- [Forms and Tutorials](#)
- [Policies and Procedures](#)
- [Scholarship Office](#)
- [Foster Youth Program](#)
- [California DREAM Act](#)
- [Resources and Information](#)
- [FAQs](#)

Retrieved from the Diablo Valley College website, Financial Aid Office page:
<http://www.dvc.edu/studentservices/financial-aid/index.html>

APPENDIX J

DVC Learning Center Handout on Coordinators, Subordinators, and Transition Expressions

Connections and Transitions

Relationship	Coordinators	Subordinator	Transitionals	Prepositions
Addition	and	with	also, further, in turn, furthermore, in addition, moreover	among, with, beside
Opposition	but, yet	although, even though, even if, whereas, though	however, still, otherwise, on the contrary, instead, at any rate	against, beyond, despite, except, without, through
Cause	for	as, because, since, owing to, thus	logically, thus, therefore, hence, consequently, accordingly, inevitably, as a result, then	by, for, upon
Effect	so	so that, in order that, in that		
Condition		if, unless, how provided that, lest, in case, as	otherwise	
Choice	or, nor	else, otherwise	alternately, on the other hand, conversely	
Comparison		that, like, as, than	similarly, than, likewise, again	
Illustration		such as	for example, in fact, namely, indeed, in short, that is, of course	
Identification		who, whom, that whose, which, whichever, whoever, whomever		
Time		after, before, as soon as, since, when, while, until, during, whenever, throughout, till	then, next, first, previously, finally, afterwards, subsequently, secondly	after, before, since, until
Place		where, wherever		above, across, along, behind, below, around

Retrieved from the Diablo Valley College website, ESL/Learning Center page, *Learning Resources > Handouts A to Z > Connections and Transitions*: <http://www.dvc.edu/academics/ed/english/learningresources/pdfs/Connections-and-Transitions.pdf>

APPENDIX K

Information on Scholarships and Taxes from the DVC Financial Aid Office Page

Scholarships and Taxes

Tax-free Scholarships and Fellowships

A scholarship is tax-free if:

- You are a full-time or part-time candidate for a degree at a primary, secondary or accredited post-secondary institution, and
- The award covers tuition and fees to enroll in or attend an educational institution, and
- The award covers fees, books, supplies, and equipment required for your course.

The award is tax-free only as long as you use it for the purposes outlined above.

Taxable Scholarships and Fellowships

Your scholarship is taxed if used to cover:

- Room and board
- Travel
- Research
- Clerical help
- Equipment

If your award, for example, covers both tuition and room and board, the amount you use for tuition is tax-free, while the amount you use for room and board is taxable. If you need to make this adjustment, you may have to adjust other parts of your return as well. For example, if you are filing a deduction for educational expenses, you must reduce the amount of your deduction by the tax-free amount of the award.

Making It Legal: Reporting Taxable Awards

If your only income is a tax-free scholarship or fellowship, you're in the clear. You don't have to file a tax return or report the award. On the other hand, if all or part of your scholarship is taxable and if that money is not recorded on your W2 form, you must report it.

Scholarship awards reported to the Federal Government using the IRS Tax Form 1098-T Federal Treasury Regulations require colleges and universities to annually report scholarship awards received by students to the Internal Revenue Service (IRS) using the IRS Tax Form 1098-T (Tuition Statement) for the purposes of determining a student's eligibility for the Hope and Lifetime Learning education tax credits. A duplicate copy of the IRS Tax Form 1098-T is issued and mailed by the district office to each student following the calendar year in which the awards are administered and processed. The total scholarship amount is shown in Box 4 (Scholarships or Grants) which includes both taxable and non-taxable awards.

Questions?

If you're not sure if your award is taxable, ask the organization that sponsored the award. They may have information from the IRS regarding your award's tax status. You can also ask your District Director of Internal Revenue, check the IRS web site at <http://www.irs.gov> or call the IRS help line at 1-800-829-1040. If you have questions, ask as soon as possible to get your answers before tax time.

Being informed about the tax procedures for scholarships will make your life easier come April 15. Find out what's taxable and report it correctly.



APPENDIX L

List of Student Clubs at DVC

Diablo Valley College Student Clubs, Spring 2015				As of 3/24/2015*
*Additional club meeting information will be added to this list once confirmed. Note: 'TBD' = to be determined				
You may join an Organization by attending any meeting at the times listed below.				
	Room Location	Day	Time	Description/Mission of the Club
CAREER/MAJOR				
ACS Chemistry Club	PS-275	Friday	1-2pm	Advocating for students who pursue their careers in science, especially chemistry.
American Medical Student Association (AMSA)	LA-216	Friday	3:30-4:30pm	
Applied Mathematics	H-108	Wednesday	4-5pm	Students will become mathematically competent as well as confident via the introduction of real world applications that build on mathematical concepts learnt.
Architecture, Construction & Engineering Club (A.C.E.)	ET-112	Tuesday	6-7pm	Work with the city architects & developers as well as hands-on work with Habitat for Humanity. Compete in Cal Poly Design Village competition.
DVC Investment Club	MA-103 and BFL-102	Tuesday (MA103) and Thursday (BFL-102)	4-6pm (Tues) and 2-3pm (Thurs)	
Dramatic Society	SU-210	Monday	4-4:45pm	
Enactus	BFL-102	Tuesday	4-5pm	To bring together the top leaders of today and tomorrow to create a more sustainable world through the positive power of business and community service.

Engineering Student Council	ET-122B	Tuesday	3:30-5pm	Bridging engineering and science majors at DVC.
Finance Club	BFL-111	Tuesday	5-6:30pm	
Horticulture Club	OH-101	Wednesday	6-6:30pm	For people interested in plants, landscape and gardening.
Phi Beta Lambda (PBL)-DVC Business Club	H-109	Thursday	5-6:30pm	Gather students who share a common interest in business and related fields.
Pre-Nursing Society	LHS-223	Tuesday	5-6pm	To offer students the opportunity to explore the professional aspects of the nursing field and to act as an information resource in order to help prepare students who are interested in entering this rapidly growing field.
CULTURAL/DIVERSITY				
Chinese Students Association	H-108	Wednesday	5-6:30pm	Club's goal is to build an information sharing platform benefitting Chinese students while also promoting Chinese culture on campus.
French Culture Club	BFL-102	Monday	1-1:45pm	
Hong Kong Culture Club	BFL-209	Monday	4:30-5:30pm	Promotion of Hong Kong culture on campus.
Indo DVC	H-109	Friday	12-2pm	
International Students Club	MA-108	Monday	3:30-4:30pm	Promoting international diversity and culture on campus.
Japanese Culture Club	BFL-212	Wednesday	3-4pm	
LAON Korean Culture Club	H-108	Tuesday	4:30-5:30pm	Advocates diversity and encourages fellowship with Korean culture.

Latino Student Alliance (LSA)	BFL-102	Wednesday	1-2pm	To promote voter registration among the Latino community, to discuss political issues that affect us presently, and to research financial aid and scholarship opportunities.
Muslim Student Association (MSA)	BFL-112	Monday	3-5pm	To educate the students about the culture of Islam.
Pan African Union (PAU)	LA-112	Wednesday	2-4pm	Provides a platform for African American awareness and cultural expression, to promote academic and personal growth, leadership abilities, and build strong connections amongst the student body and campus resources.
DVC Persian Club	H-108	Mondays	5:30-6:30 pm	Promotes the rich Persian culture by unifying individuals who share a common interest and appreciation for it.
Taiwan Discovery Club	BFL-103	Wednesday	3-4pm	Expression of Taiwanese culture, history, travel, people, food, specialty, and others.
Women's Empowerment	LA-214	Wednesday	2-4pm	
ECONOMIC/POLITICAL				
Alpha Gamma Sigma (AGS)	H-109	Wednesday	4-5:30pm	To foster, maintain and recognize scholarship among members of AGS. To develop programs offering cultural, social and community service activities.
Model United Nations (MUN)	MA-101	Tuesday	4:30-6:50pm	To engage in an authentic simulation of the United Nations system by learning about the UN system, the skills of debate, compromise, conflict resolution and negotiation.

F.R.E.E. (For Real Economic Equality) Club	LA-115	Wednesday	3:30-4:30pm	Multi-issue student and youth organization working to build equality in all areas of society as a whole and within our local communities through sustainable and demographic campaigns.
RECREATIONAL/SPORT				
DVC Judo Club	Kinesiology-Room 201	Saturday	5-7pm	
DVC Kendo Club	Gym	Friday	9am-12:30pm	To improve the ability of Kendo skills and promote the concept of Kendo and Japanese culture.
Ping Pong Club	SU-101	Tuesday	3:30-4:30pm	
Soccer Club	Viking Field	Friday	12-2pm	
Tae Kwon Do	PE-202	Thursday	6:30-7pm	A non-official athletics Tae Kwon Do team to be represented at competitions...hoping to also educate members and student body of the philosophy and history of this ancient martial art.
Viking Lacrosse	Viking Field	Friday	9-10am	We established this order to provide a venue for DVC students to play lacrosse.
RELIGIOUS/SPIRITUAL				
Agape Christian Club	SU-210	Wednesday	12:30 - 2:30 pm	
Chi Alpha Christian	BFL-113	Wednesday	2-3pm	
SPECIAL INTEREST				
American Red Cross Club of DVC	ET-112	Thursday	4-5pm	Organizing blood drive, fundraising, training for CPR and disaster preparedness, and attend Red Cross Orientation program.
DVC Consulting Club	BFL-102	Wednesday	4-5:30pm	
DVC Earth Club	BFL-113	Monday	5-6pm	

Habitat for Humanity Club	H-110	Thursday	5-6pm	Achieving unity through cultural diversity, social service to the community, mutual respect, and collaboration. Habitat for Humanity organization is dedicated to the development and uplifting of families and communities.
Project Censored of DVC	LA-118	Monday	3:30-4:30pm	
Rotaract Club	H-106	Wednesday	3-4pm	Enhancing students' knowledge and skills that will assist them in personal development to address the physical and social needs of their communities, promoting better relations between all people worldwide through a framework of friendship and service.
UNICEF @DVC	LA-114	Thursday	5-6pm	Raising awareness on campus and surrounding communities on the issues facing children worldwide and making a difference in children's lives.
Veterans Alliance	SU-202 B	Tuesday	1-2pm	Promotes socialization amongst veterans and their families, while maintaining a solid presence on campus. There is interest lying in the overall improvement of the college experience.
Voice of the Vikings	LA-207	Wednesday	5-6pm	To promote public speaking skills to assist students in their professional careers.
SAN RAMON CAMPUS CLUBS				
Phi Theta Kappa (PTK)	SRC-W204	Tuesday	3-4pm	Honor society located on the San Ramon campus

Retrieved from the Diablo Valley College website, Student Life Office page, *Student Clubs > Club List*:
<http://www.dvc.edu/student-services/student-life/student-organizations.html>

APPENDIX M

DVC Student Life Web Page Information on the DVC Connect Card

The **DVC Connect Card** is provided free to all enrolled students and is required for library checkout and identification purposes. Students may obtain their Connect Card at the Student Life Office in the Student Union building and the Library at the Pleasant Hill campus and at the Learning Commons at San Ramon Center (SRC).

To get your **DVC Connect Card**, all you need is proof of registration for the current semester plus an official photo identification (such as a California's driver's license).

The **DVC Connect Card** is a convenient and technologically-sophisticated card, containing a barcode and a magnetic stripe which is used to facilitate student interactions and **enhance services such as library use, computer lab use, counseling and other campus services**. The DVC Connect Card serves as the library card for students, faculty and staff. (A separate barcoded library card is issued to any community resident who shows proper identification and pays an annual fee.) You may add money to your Connect Card for printing in campus computer labs.



The **DVC Connect Card** which is provided free of charge to all enrolled students has a black and white picture. Effective Fall 2011, if students would prefer a **color** photo for their ID card, then they have the option of obtaining a color ID from the Student Union building at the Pleasant Hill campus for a **\$4** charge.

An **optional ASDVC activity and discount sticker** is available for purchase at the Student Life Office, Bookstore and Cashier and costs **\$8 per semester**. The benefits of purchasing a sticker include a three percent (3%) discount on textbooks and other items from the DVC Book Center, free admission to DVC athletic events, and discounts from many off campus businesses (list available in the Student Life Office at the Pleasant Hill campus). The sticker is issued through the Student Life Office and SRC. The **fee helps to fund student activities** including club events, films, concerts, special athletic events, and campus enhancements. Fees are non-refundable.

New for Fall 2011 - the Student Life Office on the Pleasant Hill campus offers a "combo special" which includes both the color ID and the ASDVC activity and discount sticker for **\$10**.