

Professor Reed
South Hall 105
x4329

Office hours: (usually)
Mondays 3:00-4:00 pm
sreed@cornellcollege.edu

ENG 111: Immigration and Identity

Imagine. You walk into an amphitheater. It is filled with people talking: some quietly and politely, others loudly, passionately. The people are arranged in small groups or pairs; as you watch, a person or group moves away from one place and joins another group. Some of the people wear robes or saris or hakamas, pants or suits or veils or shorts and sandals. You listen and hear a kind of rhythm to the conversations, a murmur, punctuated by lulls, laughter, shouts. Everyone in the amphitheater discusses the same subject--but the conversations differ. You step into the amphitheater, approach a group, and begin to listen. When you've heard enough and have formulated your own thoughts, you begin to speak.

Imagine. Literature asks us to imagine ourselves into some other place, time, vision. The paragraph above asks you to imagine academic conversations as taking place in one room. In reality, these connections occur across continents, over centuries. When you entered this classroom today, you entered a discussion about nationalism, immigration, and identity that goes beyond the boundaries of this classroom.

Required Texts:

Aciman, André, Ed. *Letters of Transit*
Henríquez, Cristina. *The Book of Unknown Americans*
Lalami, Laila. *Hope and Other Dangerous Pursuits*

Online:

Dartmouth Writing Program, Materials for Students, Writing the Academic Paper
<http://www.dartmouth.edu/~writing/materials/student/toc.shtml>

On Moodle:

Selected readings for class

You must print and bring to class all Moodle readings

Goals for this course:

In addition to the Learning Outcomes for all First-year Writing courses (Moodle), this course also asks students to:

- think critically about national identity, immigrant identity, and their own identity within these frameworks;
- read and discuss a variety of texts with respect for differences in interpretation
- use evidence appropriately from both social science and humanities sources
- develop and revise an oral presentation

This course supports the Educational Priorities and Outcomes of:	By:
Inquiry Students will respond to the complexities of contemporary and enduring problems using information literacy tools, research skills, creative thinking, and analysis.	Reading and researching about immigration to understand the complexity of the issues both in the US and abroad
Communication Students will speak and write clearly, listen and read actively, and engage with others in productive dialogue.	Reading articles from different disciplines and fiction from different countries; using informal writing strategies to understand these materials; and writing formal papers and developing an oral presentation to analyze the issues raised in the readings.
Intercultural literacy Students will connect with diverse ideas and with people whose experiences differ from their own and that may be separated from them by time, space, or culture.	Reading and discussing different political and disciplinary perspectives on immigration as well as reading fictional and first-person accounts of immigration from different countries.

Responsibility. As students in a liberal arts college, you are responsible for your own engagement in the academic conversation. This means reading the syllabus, reading all the assigned material for the course, and turning in assignments on time. But more importantly, it means asking questions, coming to class having already formulated your own thoughts about the material. It means relying on your own reading for your opinions. Do not access Spark Notes or Pink Monkey or any other website or printed materials designed to explain the course material for you. And if you do not understand an assignment, a grade, a topic of discussion, come to me and ask.

Class Format: Reading, Discussion, Writing

Reading. You are probably already adept at reading quickly and gleaning necessary information from texts. Becoming a critical reader means knowing how to read different kinds of texts.

Think of yourself and the books we read in this class as members of a community involved in a discussion: you talk to the book by marking on it, and you listen to the book, letting it make its mark on you. The authors have recorded what they have to say in their texts. Our job is to listen carefully and then respond--at first through notes and margin comments, then through class discussion, and finally in written papers.

Thus, in this class, I ask you to adopt an approach that is both compassionate and critical. Reading compassionately means sharing the passion of the text, trying to understand the author's motivations and interests, treating the text with both curiosity and respect; whether the material is familiar or radically different from your own experience, allow yourself to go along--at least briefly--with the world presented in a given text. At the same time, I ask that you read critically, questioning what the text says and does, asking whether you wish to spend time in the world of that book, examining the structure and language of a text, questioning why an author chose a certain form or expression, and interrogating how the different elements contribute to the text as a whole. Reading both compassionately and critically is the first step in engaging in academic discussions.

Discussion. I have structured this course so that we divide class evenly between writing practice and discussion of assigned reading materials. By sharing our observations and experiences of texts, we can achieve a richer understanding of the material. Discussions are not easy, however, and they are not characterized by one brilliant observation after another. Rather discussions often give rise to incomplete, flawed or even inaccurate observations that we can, together, contemplate and revise.

To encourage productive class discussions, I ask that you:

- * Read the assignment. The entire class suffers if even a few people haven't completed the reading. No one can participate without having done the reading. In this class reading means going over the material several times.

- * Listen carefully. Rather than anticipating your response to a speaker's point and working out in advance how you want to reply, listen to all of what members of the class are saying; reflect on their words and then formulate a response. You might consider what other members of the class are *not* saying as well as what they are saying.

- * Speak constructively. A discussion is not a time for speech-making. Craft your remarks so that they help the entire class move forward in its search for meaning. If you tend to be quite comfortable speaking in groups, you may need at times to restrain yourself and give others a chance to speak. Conversely, if you are quite shy, you will need to find ways of speaking up. Most importantly, you need to be willing to share what you think and be open to opposing viewpoints. This means both critically evaluating what your classmates say, and voicing those criticisms clearly but respectfully. It is possible to disagree with someone and still respect that person. Showing support of the class by listening carefully, asking questions of class members, responding to what people have said and expressing appreciation of others' views all demonstrate respect and will help form an environment where all members feel comfortable voicing their views. At the same time, inattention, texting or checking email or facebook, frequent yawning, sleeping, talking to neighbors or rude responses show a lack of respect for members of the class and your own intellect.

Writing. The writing assignments in this class allow you to participate in the ongoing academic discussion about immigration. Writing offers the possibility of participating in a thoughtful and considered way because we can take a piece of writing and revise it until it says very nearly what we want to say. In this class, to help you become familiar with the

conventions of academic writing, I have scheduled several drafts and somewhat fewer final papers. We will workshop the drafts in small groups. During workshop, we will discuss what you might want to revise and how you might best accomplish those revisions.

Graded Work:

Quizzes:	10%
Oral and Written participation	15%
Paper #1	15%
Paper #2	20%
Paper #3	25%
Oral presentation and Annotated bibliography	15%

(10%) **Quizzes.** I give quizzes regularly. I give them not only to encourage you to complete the reading by the first day of discussion, but also to guide you in what to read for. The quiz questions will ask you to identify or explain important ideas, images, or phrases from the assigned reading. I do not allow make-ups, but I give one more quiz than I count. Thus if you are present for all quizzes, it is possible to earn better than perfect on this portion of your grade. Things to think about: have I studied thoroughly for the quizzes? If I'm not getting the grades I expect, have I talked with my mentor and my professor about the quizzes?

(15%) **Oral and Written Participation.** Participation in this class includes preparation for class through careful reading, note-taking, and informal writing; active participation in discussion; and posting, reading, and commenting on drafts.

In-class participation means coming to class ready to discuss, examine, and rethink your responses to the text. I base this part of your grade on how well your presence in class helps discussion. Please keep in mind that side conversations are distracting for everyone and hinder class discussion. Things to think about: do you come to class prepared, having read and taken notes on the assignment? Do you listen to others? Do you offer your own insights and questions? I will post on Moodle some guidelines for grading participation in order to help you evaluate yourself.

In order to help you prepare for class discussion, I will sometimes assign, in class, informal writing assignments to be completed for the next day. Because these are designed for class discussion, they cannot be submitted late or made up.

Participating in workshop means uploading drafts on time to the appropriate Moodle forum as **Microsoft Word** (.doc) attachments; reading thoroughly your peers' papers; and commenting on your peers' drafts before workshop. Missing a draft or a workshop may lower your final course grade by 10% per incident.

(15-25%) **Papers 1-3.** The papers in this class are designed to give you practice in some typical kinds of college writing assignments. Because this is a skills-building course, the last paper counts more than the first. Specific instructions for each paper may be found on Moodle.

(15%) **Oral Presentation and Annotated Bibliography.** Oral communication and research skills are vital to your success in college. The final assignment for the course asks you to research a topic related to the course material and develop a 10 minute presentation. Specific details on this assignment may be found on Moodle.

Class Policies:

You MUST check your email at least once per day in this course.

Cell phones: Turn them off—not on vibrate.

Laptops, tablets, smart phones, etc: Generally, I ask that you stay engaged in the class discussion, rather than attending to your computer screen. If there is a particular reason you need your laptop or other device in class, please talk with me in the first 2 days of class.

Attendance. In this class, attendance is not optional. I realize, though, that sometimes exigent circumstances or illness may require you to miss a class session. In those cases, you are responsible for checking in with me and contacting a fellow student to get notes and assignment information. Because absences and tardiness affect the entire class--particularly in small classes like this one--excessive tardiness or missing **more than two class sessions** will lower your final grade. Documented, legitimate excuses may ameliorate this policy. More than four absences may be grounds for failure in the course. *Note: In accordance with college policy. I will consider signing 15th day drop forms only for students who have attended 90% of the class sessions and who have turned in all assignments.

Participation constitutes a significant part of this course; you must be in class and prepared in order to participate. Participation includes coming to class prepared, listening to the discussion, and contributing productively. Behavior that compromises other students' learning may result in dismissal from the course.

Graded Work. All drafts, papers and any other assigned work are due at the time and dates indicated on the syllabus. Because we go through the class so quickly, and because your peers rely on receiving your papers in a timely manner as well, I do not accept late papers in this course.

Academic Honesty. Cornell College expects all members of the Cornell community to act with academic integrity. An important aspect of academic integrity is respecting the work of others. A student is expected to explicitly acknowledge ideas, claims, observations, or data of others, unless generally known. When a piece of work is submitted for credit, a student is asserting that the submission is her or his work unless there is a citation of a

specific source. If there is no appropriate acknowledgement of sources, whether intended or not, this may constitute a violation of the College's requirement for honesty in academic work and may be treated as a case of academic dishonesty. The procedures regarding how the College deals with cases of academic dishonesty appear in The Catalogue, under the heading "Academic Honesty." Please see the entire policy here:
<http://www.cornellcollege.edu/registrar/pdf/Academic%20Honesty.pdf>

At the College, penalties for academic misconduct range from a reprimand to indefinite suspension from the college.

At the very least, academic misconduct in this course will result in a grade of F for the assignment and possibly for the course .

Accommodations

Students who need accommodations for learning disabilities must provide documentation from a professional qualified to diagnose learning disabilities. For more information see <http://cornellcollege.edu/disabilities/documentation/index.shtml>

Students requesting services may schedule a meeting with the disabilities services coordinator as early as possible to discuss their needs and develop an individualized accommodation plan. Ideally, this meeting would take place well before the start of classes.

At the beginning of each course, the student must notify the instructor within the first three days of the term of any accommodations needed for the duration of the course.

Help: I realize that writing can be a challenge. Don't hesitate to stop by if you're struggling with a reading or an assignment. I'm happy to talk with you outside of class. I have reserved office hours and plenty of time for individual appointments. I am also available by email and for appointments at alternative times if you want to speak with me about the class, assignments, readings, grades, or college life in general. Outside of class, email is the best way to contact me, but you may phone me at home if necessary. My number is 895-8962. As a courtesy, please do not phone after 9 pm or before 7 am.

This schedule is subject to change, depending on flu epidemics, student need, and alien invasion.

Key for abbreviations:

AM = 9:00 -11:00; PM = 1:00-3:00 unless otherwise indicated

LoT = *Letters of Transit* ; BUA = *Book of Unknown Americans*; HDP = *Hope and Other Dangerous Pursuits*

WEEK 1

Monday	AM & PM	Introduction to course Bharati Mukherjee, "Imagining Homelands" and Charles Simic, "Refugees" (<i>LoT</i>)
Tuesday	AM & PM	Tamar Jacoby, "What it Means to be American in the 21 st Century" Samuel Huntington, "The Hispanic Challenge"; Rodriguez, "Mongrel America" (all on Moodle); <i>Writing Analytically</i> Chapter 1 (1-16) (Moodle)
Wednesday	AM & PM	Richard Alba, "Immigration and the American Realities of Assimilation and Multiculturalism"; Massey, Durand, and Malone, "Principles of Operation: Theories of International Migration" (Moodle) <i>Writing Analytically</i> Chapter 1 (16-37) (Moodle)
Thursday	AM	Vincent Parillo, "Diversity in America: a Sociohistorical Analysis"; Peter Skerry, "Do We Really Want Immigrants to Assimilate?" (Moodle)
	5 PM	Draft Due. Post draft as a .doc in your workshop forum. Read and post comments on your workshop's drafts by 9 AM Friday
Friday	9-10 10-11 & PM	Workshops 1 & 2 meet (locations TBA) Workshops 3 & 4 meet (locations TBA) Dartmouth: Revision: Cultivating a Critical Eye
Saturday	3 PM	Paper #1 due

Week 2

Monday	AM & PM	<i>Writing Analytically</i> Chapter 9 (Moodle) Henríquez, <i>Book of Unknown Americans</i> (3-115)
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Tuesday	AM & PM	<i>BUA</i> (116-202) Conversation with Paul Waelchli
Wednesday	AM & PM	small workshops in library from 9-11, exact times TBA/individual appointments <i>BUA</i> (203-286)
Thursday	AM PM 5 PM	Finish discussion of <i>BUA</i> individual appointments Draft Due. Post draft as a .doc in your workshop forum. Read and post comments on your workshop's drafts by 9 AM Friday
Friday	9:00 10:00 1:00 2:00	Class meets together: Gabi & Amy Guardado, guest speakers Workshops 1&2 meet Workshops 3&4 meet Class meets together: Dartmouth: Attending to Grammar and Attending to Style
Saturday	3 PM	Paper #2 due
Week 3		
Monday	AM & PM	Laila Lalami, <i>Hope and Other Dangerous Pursuits</i> (1-115)
Tuesday	AM & PM	HDP (116-186)
Wednesday	AM & PM	Leila Aboulela, "The Boy from the Kebab Shop" and "Museum," (Moodle) individual appointments
Thursday		individual appointments 5 PM Draft Due. Post draft as a .doc in your workshop forum. Read and post comments on your workshop's drafts by 9 AM Friday

Friday	9-10	Workshops 1 & 2 meet (locations TBA)
	10-11	Workshops 3 & 4 meet (locations TBA)

PM

Saturday	3 PM	Paper #3 due
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Week 4

Monday	AM & PM	Drafting and Revising oral presentations
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Tuesday	AM & PM	Annotated Bibliography and outline due at noon Oral presentations
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Wednesday	9-11	Oral presentations
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