**INT 164-1: The Immigrant Experience in American Culture**

Cornell College-2018-Block 1

Ebersole 203

Instructor: Prof. Lynne Ikach Instructor: Prof. Iryna Hasnikova

Office: 316 College Hall Office: 214 Cole Library

Email: [likach@cornellcollege.edu](mailto:likach@cornellcollege.edu) Email: ihasnikova@cornellcollege.edu

Office phone: 319-895-4114 Cell phone: 319-721-8242

Cell phone: 319-331-4024

Office Hours: by appointment Office Hours: by appointment

**Class Meetings** with Prof. Ikach: M/W/F 9-11

**Class Meetings** with Prof. Iryna Hasnikova: M/W/F 1:00-3:00; T/Th 9-11 and 1-3.

**Individual consultations with Iryna Hasnikova**: Tuesday, September 4 at 12-1 pm, Thursday, September 6 at 12-1 pm, and Thursday, September 13 at 12-1 pm.

**Course Description:**

How have immigrants from different countries and at different times experienced and played a role in American culture? In this course students will practice and develop their language and analytical skills by reading and discussing works of fiction and non-fiction about the immigrant experience, writing essays, and giving oral presentations. Students also will learn about the college’s expectations for academic work, and become familiar with and use college resources such as the Writing and Research Studios.

**Course Textbooks and Reading Materials**

1. Required textbook: *American* *Ways*: An Introduction to American Culture (4th Edition), by Maryanne Kearny Datesman, Joann Crandall, and Edward N. Kearny. ISBN-13: 978-0-13-304702-8.
2. Required textbook: *Growing Up Ethnic in America*, by Maria Mazziotti Gillan and Jennifer Gillan. ISBN 0-14-028063-4.
3. Atwan, Robert, *America Now:* Short Readings from Recent Periodicals (2016)
4. Farley, John and Gregory Squires “Fences and neighbors: Segregation in 21st-century America”
5. Readings from MPI (Migration Policy Institute) “Frequently Requested Statistics on U.S. Immigration”
6. Readings and podcasts from https://www.npr.org
7. Readings from <http://ellisisland.org> and <http://angelisland.org/history>
8. Moodle readings.

**Other Materials and Supplies:**

English Dictionary

Notebook, folder, pencil

**Course Objectives:**

By the end of the course:

* Students will be able to understand the requirements for a successful student at Cornell College.
* Students will develop confidence in speaking English
* Students will further develop critical reading skills.
* Students will expand vocabulary and increase reading capability.
* Students will be able to locate and integrate in their written work various types of scholarly resources in English (primary, secondary, reference).
* Students will be able to evaluate, cite, and document sources in MLA style
* Students will be able to incorporate feedback and revision.
* Students will develop critical thinking, oral communication, academic writing skills, and teamwork

**The course supports the following Educational Priorities and Outcomes of Cornell College:**

* **Knowledge**: Students will utilize newly learned academic and general vocabulary to spoken and written language. They will understand and apply the rules of citation and plagiarism in their writing and speaking assignments.
* **Inquiry** Students will develop analytical and research skills to better understand the role of immigrants from different countries in American culture by producing original and intelligent essays.
* **Reasoning:** Studentswill learn how to improve logical reasoning and problem-solving skills by conducting problem-solving group discussions.
* **Communication:** Students will develop communicative language, both orally and aurally through meaningful conversational opportunities and learn to express their ideas and values. Students will also give informative and persuasive in-class presentations about various topics.
* **Intercultural literacy**. Students will read, analyze, and write about different topics from several historical eras, national, and cultural backgrounds.
* **Ethical behavior and citizenship**: Students will examine and develop their own sense of social responsibility. They will understand the importance of culture and individuals in the development and sustainability of communities.

**Class Attendance Policy:**

Students will be required to be present in class and to participate. Attendance is critical in a language learning class, so if you miss a class, your grade will be affected. Students are responsible for homework assignments from missed classes. Students should contact the instructor &/or other students to obtain information about missed assignments. Please contact the instructor if your absence is due to an emergency or illness. Note that missing one day of class under the block plan is like missing almost a week of one class under a semester schedule. In addition, if you arrive 15 minutes late for class, you will be counted absent for the entire class hour.

**Late Work & Make-up Test Policies:**

Papers and projects are due on the date announced. Late major papers and projects are penalized points, and no paper is accepted two days past the due date. Your homework will be collected at the beginning of class. Unannounced quizzes and in-class activities **cannot** be made up after an absence from class. When you miss a test day, you must take a make-up test within two days. You must retake missed oral exams at the instructor’s convenience.

**Assessment of Student Learning (FYS):**

Attendance and active participation in class - 10%

Daily homework/Journals - 20%

Essays - 20%

Oral presentations/Discussions - 20%

Mid-term exam - 15%

Final exam - 15%

You will be graded on your effort and ability to complete these requirements.

**Student Evaluation and FYS Grading Scale:**

**FYS grading scale**:  **A** 93-100; **A-** 90-92; **B+** 87-89; **B** 83-86; **B-** 80-82; **C+** 77-79; **C** 73-76; **C-** 70-72; **D+** 67-69; **D** 63-66; **D-** 60-62; **F** below 60.

FYS in-progress letter grade for the FYS coursework will comprise 80% of the final grade and will be submitted at the end of block 1. Student success assignments will comprise 20% of your final FYS grade. These assignments will be evaluated by your FYS success instructor. You and your academic advisor will be informed of your preliminary in-progress grade at the end of Block 1 (which will not include student success assignments). Your final comprehensive grade which combines the core FYS grade (80% of final grade) with the grade for the student success component (20% of the final grade) will be submitted at the end of block 3.

**STUDENT SUCCESS COMPONENT:**

The student success component of your FYS extends beyond the first block, to encompass activities and reflection assignments throughout Blocks 1, 2, and 3. Block 1 focuses on time management with an emphasis on helping you manage their academic responsibilities, campus involvement, and personal wellbeing. Block 2 emphasizes civil discourse and intercultural literacy. Block 3 focuses on academic planning and future opportunities.

**Evaluation of Student Success Assignments**

**ALL** of the following criteria must be met for each assignment in order to earn full credit (4 points):

* Attendance at associated meetings and activities
* Thorough and in-depth reflection on all but one question. All questions must be addressed at more than a minimal level.
* The quality of writing does not limit understanding of the reflection.
* Answers are complete sentences and make sense without reading the question.

If any **ONE** of the following criteria is met, then the assignment earns minimal credit (1 point).

* Inattentive or disruptive attendance (being late, not paying attention or not listening to others, talking to neighbors, sleeping, texting, rude comments, etc)
* One or more of the responses does not or only minimally addresses the question
* The quality of writing limits the reader’s ability to understand the reflection
* Answers are not complete sentences or do not make sense without reading the question first.

Assignments falling in between these criteria will earn partial credit (2 points)

Failing to attend or failing to submit a reflection results in no credit (0 points).

See Assignment Rubrics for more details.

Without either prior approval or evidence of a serious emergency: late student success assignments will not be accepted. If an extension is needed, please consult with your FYS success instructor prior to the assignment deadline.

**Options for Revising Student Success Assignments**

Student may revise up to 3 assignments for which they did not receive full credit. Assignments from Block 3 are not eligible for revision.

For each revised assignment, the following must be completed:

* Students must have attended the relevant activities, participated appropriately, and submitted an initial assignment on time (or if given an extension, by the agreed upon deadline).
* Students must either work with a writing consultant or attend a writing studio workshop on revising their reflection.
* Students must review the rubric and comments provided by the FYS success instructor, make the relevant changes, and submit both a revised reflection and an overview of the revision indicating in bullet points how they addressed each of the concerns raised in the rubric and comments.
* Revisions must be submitted via Moodle within one week of the return of the assignment.

**Student Success Grade**

Success instructors will evaluate and provide a numerical grade (0-4) for each of 10 assignments. These grades will be entered into the Student Success Moodle gradebook.

**Calculation of the Final Comprehensive Grade**

Students’ Block 1 in-progress grade will be converted to a numerical grade using a GPA grading equivalent: A = 4.00; A- = 3.70; B+ = 3.30; B = 3.00; B- = 2.70; C+ = 2.30; C = 2.00; C- = 1.70;   
D+ = 1.30; D = 1.00; D- = 0.70; F = 0.30

Student Success Instructor will enter the Block 1 FYS grade (worth 80% of the final grade) into the Student Success Moodle gradebook. This will then be combined with the Student Success grades (worth 20% of the final grade). The final grade will then be entered (by the Registrar’s office) in self-service using the following scale:

**Final Comprehensive Grading Scale**: **A** 4.00-3.71; **A-** 3.70-3.31; **B+** 3.30-3.01; **B** 3.00-2.71; **B-** 2.70-2.31; **C+** 2.30-2.01; **C** 2.00-1.71; **C-** 1.70-1.30; **D+** 1.30; **D** 1.00-0.71; **D-** 0.70-0.31; **F** 0.30-0.00

**Academic Honesty Expectations**:

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.”

**Students with Disabilities**:

Cornell College is committed to providing equal educational opportunities to all students.  If you have a documented learning disability and will need any accommodation in this course, you must request the accommodation(s) from me as early as possible and no later than the third day of the block.  Additional information about the policies and procedures for accommodation of learning disabilities is available on the Cornell web site: <http://www.cornellcollege.edu/academic-support-and-advising/disabilities/index.shtml>

**Cornell Writing Studio:**

Students are encouraged to visit the Writing Studio which is located on the third floor of the Cole Library in Room 314. Writing consultants can help with brainstorming, draft development, research assistance/revision, and strategies for reading more critically and efficiently. Students can make appointments at the Writing Studio, or by calling 319-895-4462. Hours: Monday-Thursday 8 am-5 pm; 6 pm-11 pm, Friday 8 am-5 pm; Sunday 1pm-5pm; 6 pm-11 pm.

**Paper 1 Assignment Description:** Comparative Story Analysis (3-4 pages, typed)

In this paper, you will compare two or three of the stories from *Growing Up Ethnic in America*. You must develop a topic that allows you to point out similarities and differences between the two stories. You cannot discuss everything about the stories, so your starting point should be something about them that you find interesting. For example, you may focus on characters, theme, style, or structure, but not all of these elements. Your topic should present **your own** interpretation and argument about the stories (do not retell the plot!). You will **not** use outside sources. As you read the works, note down observations, questions, and quotations that stand out to you on 3x5 cards (one idea or quotation per card). These quotations and observations will serve as evidence to support your argument. Format your papers according to Modern Language Association (MLA)style, which we will discuss in class, and give proper citations for all quotations. Revision is a critical part of the writing process, so you will submit both draft and final versions of your paper.

**Paper 2 Assignment Description**: Research Paper (4-5 pages, typed)

In this paper you will write a research paper on a topic related to the theme of immigration. The professors and librarians will assist you in developing a topic, and you will search for scholarly sources using the library facilities. You must incorporate those sources into your paper properly. The paper should be more than a simple report of information; it should present an argument that represents your own interpretation and synthesis of the research you conduct, and you must incorporate at least five appropriate scholarly sources.

**Short assignments**. You will write several short 1-2-page assignments over the block. These will be grouped into one grade at the end of the block.

**Several journal entries** (350-400) words reflecting on the critical and literary reading assignments.

**Course Schedule: August 27- September 19 (Subject to change)**

**WEEK ONE**

**Monday, August 27**

**9:00-9:15 am** Attendthe All-College Gathering in King Chapel.

9:15-11:00 Review Course Syllabus and Schedule; Speaking and listening activities.

Watch a video “What Does Culture Mean to You”

Definition of “culture” –group discussion

American Ways (Chapter 1) –“before you read “exercises

1:00-3:00 Video “Plagiarism”; group discussion

In-class writing: write short descriptions for similarities and differences between your

culture and the American culture.

*Preparing for the Informative Speech*: choosing your topic, narrowing your topic, and gathering information

Homework assignment: Read Chapter 1, American Ways, do assigned exercises. Read “Looking for Work” by Gary Sotto from Growing Up Ethnic in America.

**Tuesday, August 28**

9-11 American Ways (Chapter 1) –discussion, exercises

*Preparing for the Informative Speech*: preparing presentation aids, creating an outline,

and organizing your speech

1:00-3:00 Dartmouth Writing Program; Comparative Analysis

“Looking for Work” by Gary Sotto (pair work and group discussion)

Homework assignment: American Ways (Chapter 1), do assigned exercises and prepare for a vocabulary quiz. Read “American History” by Judith Ortiz Cofer from Growing Up Ethnic in America.

Visit the websites <http://ellisisland.org> and <http://angelisland.org/history>. Look for information about one of the super-rich business leaders that are listed on page 145 (choose a topic for presentation).

**Wednesday, August 29**

9:00-10:00 Listening and speaking activities;

“American History” by Judith Ortiz Cofer (pair work and group discussion)

10:00-11:00 Conversation session with RUS 103 students

1:00-3:00 Vocabulary quiz on chapter 1 (American Ways)

Video “Understanding US Culture”

Dartmouth Writing Program

Homework assignment: Read American Ways (Chapter 2). Read “The Day the Cisco Kid Shot John Wayne” by Nash Candelaria from Growing Up Ethnic in America. Prepare for an informative speech presentation.

**Thursday, August 30**

9:00- 11:00 American Ways (chapter 2) -group discussion and exercises

Guest speaker Jennifer Ferrell. Workshop on “Writing a Thesis Statement”.

1:00-3:00 Thesis statement exercises; Dartmouth Writing Program;

“The Day the Cisco Kid Shot John Wayne” by Nash Candelaria (pair work and group

Discussion)

Informative speech presentations.

Homework assignment: Prepare for a vocabulary quiz on American Ways (Chapter 2); Read “Grandpa’s Chicaudies” by Fred L. Gardaphe from Growing Up Ethnic in America.

**Begin developing topic ideas for Paper 1 assignment, first draft due on Tuesday, September 4**

**Friday, August 31**

9:00-11:00 “Grandpa’s Chicaudies” by Fred L. Gardaphe (pair work and group discussion)

Video “Traditional American Values and Beliefs"

1:00-3:00 Informative Speech Presentations. Vocabulary quiz on Chapter 2 American Ways.

Comparative Analysis (thesis statement)

Homework assignment: Read John Farley and Gregory Squires “Fences and neighbors: Segregation in 21st-century America” p. 33-36; American Ways (Chapter 3); Read “Magic” by Liz Rosenberg from Growing Up Ethnic in America. Think about a topic for your research paper.

**WEEK TWO**

**Monday, September 3**

9:00-10:00 Workshop on “Time Management for Academic Success”

10:00-11:00 American Ways (chapter 3) -discussion and exercises

Discussing research paper topics.

1:00-3:00 “Fences and Neighbors: Segregation in 21st-century America” – group work and vocabulary exercises

“Magic” by Liz Rozenberg- discussion

Dartmouth Writing Program

Homework assignment: “Fences and Neighbors: Segregation in 21st-century America” p.

37-39; prepare for vocabulary and reading comprehension quiz. Read American Ways (chapter 4)

**Tuesday, September 4**

9:00- 11:00 Workshop on finding sources with Amy Gullen.

**Note:** We meet at the computer lab at 9 a.m.

**Paper 1 (first draft) due**

12-1 **Individual consultations with Iryna Hasnikova** (feedback on paper 1)

Vocabulary and Reading Comprehension Quiz “Fences and Neighbors: Segregation in

21st-century America”;

1:00-3:00 American Ways (Chapter 4) -pair work and discussion. In-class writing.

Persuasive speech: choosing a topic and gathering information

Homework assignment: American Ways (chapter 4) do assigned exercises. Choose a topic for a

persuasive speech presentation. Read “Carlton Fredericks and My Mother”

by Maria Mazziotti Gillan from Growing Up Ethnic in America.

**Wednesday, September 5**

9:00-11:00 “Carlton Fredericks and My Mother” by Maria Mazziotti Gillan (discussion and group

work)

1:00- 3:00 **Midterm Exam;** Video“The Frontier Heritage”

Persuasive speech presentation: preparing presentation aids, creating an outline,

organizing your speech.

Homework assignment: **Paper 1 (final draft) due on Friday, September 7;** prepare for a Persuasive

Speech presentation; Read American Ways (chapter 5)

**Thursday, September 6**

9-10 Persuasive Speech presentations

10-11 Guest speaker Jennifer Ferrell, writing and teaching specialist. Workshop on citing

sources.

12-1 **Individual consultations with Iryna Hasnikova** (feedback on paper 1)

1:00-3:00 Persuasive Speech presentations; American Ways (chapter 5) -pair work and group

discussion. “Carlton Fredericks and My Mother” by Maria Mazziotti Gillan – in-class

writing.

Homework assignment**:** American Ways(chapter 5); prepare for a vocabulary quiz on American Ways (chapters 3-5).

**Friday, September 7**

9:00-11:00 Well-being and Self-care Workshop

1:00-3:00 **Paper 1 final draft due.**

Vocabulary quiz on chapters 3-5 (American Ways).

Video “Cultural Difference in Business” by Valerie Hoeks–discussion and listening quiz

How to Write a Research Paper

Homework assignment: American Ways (chapter 6), Read “Frequently Requested Statistics on U.S. Immigration.” Start working on your research paper. **Research paper (first draft) due on Wednesday, September 12.**

**WEEK THREE**

**Monday, September 10**

9:00- 11:00 Speaking and listening activities.

“Frequently Requested Statistics on U.S. Immigration”- group discussion, writing

assignment

1:00-3:00 American Ways (chapter 6)-discussion, exercises

How to Write a Research Paper

Debate: choosing a topic and turning it into a proposition

Homework assignment: American Ways (chapter 7), do assigned exercises;choose a topic for a debate,

work on your research paper.

**Tuesday, September 11**

9:00-11:00 Listening quiz

“What’s the Difference between Immigrant and Refugee” by Michael Martinez -group

discussion and writing assignment

1:00-3:00 American Ways (chapter 7) – group discussion, pair work and exercises

Debate: techniques of cross-examination and rebuttal

Homework assignment: Read American Ways (chapter 8) and “Frequently Requested Statistics on U.S. Immigration”; work on your research paper. Prepare for a debate.

**Wednesday, September 12**

9:00-11:00 Speaking and listening activities.

“Largest Immigrant Groups Overtime, 1960-Present”

1:00-3:00 **Research paper (first draft) due.**

American Ways (chapter 8) -group discussion and pair work

“Frequently Requested Statistics on U.S. Immigration”- discussion and in-class writing

Homework assignment: American Ways (chapter 8)- do assigned exercises. Read “Frequently Requested Statistics on U.S. Immigration”; work on your research paper.

**Thursday, September 13**

9:00-11:00 “Frequently Requested Statistics on U.S. Immigration” -group discussion, pair work

and writing assignment.

12:00-1:00 **Individual consultations with Iryna Hasnikova (feedback on research paper)**

1:00-3:00 American Ways (chapter 8); – discussion and pair work

Debate

Homework assignment: **Research Paper (second draft) due on Monday, September 17**;   
Prepare for a vocabulary quiz on American Ways (chapters 6-8); read chapter 9 American Ways

**Friday, September 14**

9:00-11:00 Speaking and listening activities.

Martin Luther King, Jr. “I Have a Dream” speech -discussion

1:00-3:00 Vocabulary quiz on American Ways (chapters 6-8)

American Ways (chapter 9) – group discussion and pair work

Problem-solving group discussions: identifying topics for a Problem-Solving

Discussion, explaining the causes of the problem, and brainstorming possible solutions

to the problem.

Homework assignment: Read “Birthright Citizenship Is the Good Kind of American Exceptionalism” by Eric Foner. Work on the second draft of your research paper. Read chapter 12 American Ways

**WEEK FOUR**

**Monday, September 17**

9:00-11:00 Listening and speaking activities

American Ways (chapter 12)- group discussion and pair work

1:00-3:00 **Research paper (second draft) due**

“Birthright Citizenship Is the Good Kind of American Exceptionalism” by Eric Foner.

In-class writing assignment.

Problem-solving group discussions: describing the consequences to the problem, explaining the causes of the problem, selecting the best solutions, and evaluating causes and solutions.

Homework assignment: Get ready for the Problem-Solving Group Discussion and final exam

**Tuesday, September 18**

9:00-11:00 Problem-Solving Group Discussions

1:00-3:00 Individual consultations (research paper)- suggestions for revision.

**Wednesday, September 19**

9:00-11:00Final Exam

1:00-3:00 **Final paper due (feedback)**

Any make-up work due by 3 p.m.