

Queensborough Community College
English Department

=====

ENGL 265 – The Immigrant Experience in Literature

Semester / Year:	Spring / 2017	Professor:	Trikartikaningsih Byas
Section (Code)/Credit:	PNT (43967)/ 3	E-mail:	TByas@qcc.cuny.edu
Day/Time:	W - F/8:10-10:00 am	Office/Phone:	H 428 / 718 631-6302
Rooms:	W - H 409	Office Hours:	T 12:00 – 1:00 pm
	Fr - online		W 10:00 am -12:00 pm

Pre-Requisites:

- Passing Grade from both EN101 and EN102
- A consistent and reliable access to a computer with internet connection.

Writing Intensive Section

A requirement for students at Queensborough Community College is that at least two classes taken be designated as writing intensive (WI). The purpose is to facilitate and foster writing abilities at the college level. In this class, as in all WI sections, the following features are incorporated: (1) Students will spend time during the semester writing in the service of learning. (2) A minimum of 10 pages of writing will be assigned. (3) The professor will respond to and return these 10 pages at least once so that students have an opportunity to revise the paper (or papers) before a final grade is given. (4) Writing will be discussed regularly in class. (5) Students' written work will be a significant part of the course grade. (6) At least one exam will have a written component.

Course Description

America is the land of immigrants. People from different parts of the world come to America for many different reasons. This course will explore the experiences of these immigrants, including their journeys, struggles, adjustment, successes, and dreams. Students will read non-fiction book, articles, and essays on the experience of immigrants then relate it to their own experience. Employing ethnographic research strategies such as observation and interviews, students will conduct, write, and present project on issues pertinent to an immigrant group of their interest.

This course is designed to help students develop confidence in writing clear and organized essays acceptable by the university community in both content and language. The activities are organized around developing various skills necessary for higher education, including critical thinking, reading, writing in response to reading materials, and writing various genres of non-fiction essays. The topics discussed include the writing process (inventing, drafting, organizing, and revising), the rhetorical elements (writer, subject, and audience), the rhetorical situations (purpose, audience, genre, stance, and media), essay organization (introduction, body and conclusion), and the mechanics of writing.

Course Objectives

This course helps students reach the following educational objectives:

1. Summarize, analyze, and synthesize diverse readings including multidisciplinary academic articles, essays, literary works, or other relevant genres.
2. Identify an intellectual question or problem worthy of further study through the process of reading, research, and writing.

3. Differentiate relevant evidence throughout all writing tasks, including written texts, visual images, electronic media and such primary sources as observations, interviews, and surveys.
4. Use a variety of writing and revision strategies for generating, revising, editing and proofreading writing.
5. Determine logical arguments and stylistic approaches appropriate to form or genre of writing: transitional language, progressive development of ideas, etc.

The assignments for the class will help students achieve six of ten General Education Objectives (GEO 1, 2, 4, 6, 7, 8, 10) set by the College <http://www.qcc.cuny.edu/gened/>.

To achieve the above objectives, students will be involved in activities that will help them learn, develop, and apply

- ★ critical reading and thinking in analyzing texts for content, language, and writing strategies;
- ★ writing habits and strategies, which include inventing, organizing, and revising ideas effectively through multiple drafting, supporting arguments with appropriate and accurate evidence, and handling quotations and documentation correctly;
- ★ sensitivity to and fluency in using the conventions of standard written English; and
- ★ effective communication using various media in oral and written communication.

Course Requirements

Registering in this course means you agree to adhere to the course requirements, which include attending all class sessions, purchasing and bringing texts and materials to class, participating actively in all activities, and submitting completed work as scheduled (See Schedule on page 6).

Materials

1. Required Texts:

- a. Dumas, Feroozeh. *Funny in Farsi: A Memoir Growing Up Iranian in America*. New York: Random House, 2004. ISBN: 978-0-8129-6837-8
- b. Iyer, Deepa. *We Too Sing America: South Asian, Arab, Muslim, and Sikh Immigrants Shape Our Multiracial Future*. New York: The New Press, 2015. ISBN: 978-1-62097-014-0

2. **Other materials:** Notebook, three-ring binder to store additional handouts, at least one folder with pocket to submit work, one USB flash drive and Dropbox or GoogleDoc account.

3. Recommended Texts

- a. Helmreich, William B. *The New York Nobody Knows: Walking 6,000 Miles in the City*. New Jersey: Princeton Univ. Press, 2015. ISBN: 978-0691169705
- b. Lehrer, Warren & Judith Sloan. *Crossing the Blvd: Strangers, Neighbors, Aliens in a New America*. New York: W.W. Norton & Company, 2003.
- c. Schlund-Vials, Cathy J., Linda Trinh Vo, & K. S. Wong (Eds.). *Keywords for Asian American Studies*. New York: New York University Press, 2015. ISBN: 978-1-4798-0328-6

Procedure

Registering in this course means you agree to adhere to the requirements for this course, which include attending all face-to-face and online class sessions, bringing texts and materials to class, participating actively in all activities, and submitting completed work as scheduled (see page 6).

1. **Attendance & Participation.** You are expected to attend all sessions with exception given only for emergency. The college allows three “free” absences, the fourth will result in a deduction to your course grade, and a fifth absence will automatically result in an F grade for the course. Be smart and save your allowed absences for a time when you really need them. You are responsible for the materials discussed during your absence; and work is still due on the assigned date whether or not you come to class.

Tardiness is disruptive and disrespectful. So please come to class on time. You will lose some attendance and participation points when you come later to class. You must come to each class session fully prepared, that is, you have completed the assignment and homework for the day before class starts, and you bring the textbooks and completed work with you. You are expected to participate in all class activities and tasks.

Full class attendance & participation entails your mental and physical presence. Students who come late more than 15 minutes, nap/keep their heads on the desk, use/play with their cell phones/tablets (when not instructed), leave the room for a long period, and/or come unprepared will be marked absent and will lose their attendance & participation points. Your excellent and on-time attendance & participation can contribute up to twenty three percent (or 350 points) towards your grade.

2. **Projects (Writing Assignments).** Since this is a Writing-Intensive composition class, your grade will mostly be determined by your writing (about sixty percent) which includes:

★ *Reactions.* You will write ten Reactions to assigned reading materials. In your Reactions, you will practice summarizing, responding to, and analyzing the assigned readings. The Reactions are listed in the Schedule (page 6) of this syllabus. You must submit your Reactions at the beginning of class on the due date to be marked 'on-time.' The quality of the Reaction (format, content, language) will determine the points you will receive. Reactions will contribute up to seventeen percent (or 250 points) towards your grade.

★ *Paper Drafts.* You will write THREE major papers of different genres and length. You will develop each paper from a rough draft to a complete draft within the allocated time. During in-class peer review sessions, we will focus on particular aspects of a draft, so that we can revise, develop, and present our ideas better in the subsequent drafts. You are advised to have two drafts before finalizing your paper, thus a total of six drafts. Each draft you write and bring to class as scheduled is worth fifteen points. Completing all seven drafts add about ten percent (150 points) to your grade.

★ *Formal Papers.* You will write FOUR major papers of different genres and length. You will develop each paper from a rough draft to a complete draft within the allocated time (see Schedule). During in-class peer review sessions, we will focus on particular aspects of a draft, so that we can revise, develop, and present our ideas better in the subsequent drafts.

Writing, revising, and submitting the formal papers in a timely manner can contribute up to twenty five percent (or 375 points) towards your grade, with the following breakdown:

- Personal Narrative of 1000 - 1250 words or 4 - 5 pages (100 points / 6.7%)
- Argumentative Essay of 1250 - 1750 words or 5 - 7 pages (125 points / 8.3%)
- Research Project of 1500 - 2000 words or 6- 8 pages (150 points / 10%) of your grade

I will distribute a detailed description and rubric of each paper when appropriate.

3. **Other Projects.** In addition to the writing assignment, you will also produce other types of projects which will enhance your writing. You will get about twenty three percent of your grade from completing these other projects, which include:

★ *Reading Group Discussion on Blackboard.* You will work with your group to discuss pertinent information from the book, mostly on the second (online) session of the week. Leading and participating in the reading group discussion will fulfill the attendance and participation points for the second (online) portion of the class.

★ *Digital Projects.* You will be required to produce two digital projects which we will develop throughout the second half of the semester. You can get up to ten percent (or 150 points) towards your grade for both digital projects. You must submit all the required files in your USB to get the points.

- ★ *E-Portfolio*. The main page of your e-Portfolio should have a *Welcome Note* and *Profile Picture* to greet the visitors. You will also showcase some projects you have completed for the class, which includes a Cover Letter describing and reflecting on the process you go through in writing the project; the Compilation of revised work mentioned in the letter (Paper and Reflections); at least one of the individual Digital Project. Your e-Portfolio will add eight point three percent (or 100 points) to your grade.
4. **Final Exam**. You will have to present your e-Portfolio as well as evaluate/assess your peer's e-Portfolios. Presenting your e-Portfolio and assessing your peers' e-Portfolios will add almost seven percent (100 points) to your final grade. Presentation will add 50 points and peer assessment will contribute 50 points to your grade.
 5. **EXTRAS**. You can get extra points by doing 'extra' work throughout the semester.
 - ★ Get help from the **Campus Writing Center** in revising your Formal Papers. You can get extra points for **TWO tutorials per paper**. Please inform the tutor to send me the report. I will add the extra points as soon as I receive the report.
 - ★ Get help from the Library in finding and documenting information from sources (especially for your Formal Papers 2 and 3)
 - ★ Produce a digital project for your other Formal Paper.

Policies

1. **Class Conduct**. You must set all your electronic devices to silent prior to coming to class and put them inside your bag, except when asked to use them. Please do not take calls, text, or search the internet on your phone during class. You will not get the full participation points for playing with your gadget in class. Also, we will be meeting in a Computer Classroom, where no food or drink is allowed. Do have your breakfast prior to the class time.
2. **Email Etiquette**. We will write in a variety of writing styles throughout the semester from informal, in-class writing to polished, formal essays. Email to your professors will fall somewhere between those two styles. Here are some tips:
 - Identify yourself clearly in the email, and include a greeting (Hello Prof, Dear Prof) and a closing (Sincerely, your name).
 - Use "please" and "thank you," especially if you are writing for help with an assignment. It's my job to help you, and I want to help you, but good manners never hurt anybody.
 - If you send an assignment to me via email please send it as a word document, and be sure to tell me what you're sending and why.
 - Please be reasonable when emailing with questions about papers. Leave yourself enough time. If you email me at 3 a.m. the night before a paper is due, I cannot help you. I try to respond to any emails as promptly as I can, but I only start checking emails at around 7 a.m. and stop dealing with email by 7 p.m. I'm available by email most weekends, but usually a bit slower to respond.
 - **Look in this syllabus first**. If you have a question, before emailing to ask the question, look in the syllabus first. Many of your questions are already answered here.
3. **Academic Integrity**. Academic dishonesty is a very serious matter and will not be tolerated. I assume that everything you hand in is your own work—conceived, researched, and written by you. Anything in your writing (work, ideas, data, sources) that does not belong to you must be properly documented. Failure to do this is *plagiarism* – which QCC treats very seriously. We will discuss research methods and proper citation throughout the course. Any plagiarism in an assignment will result in an automatic **0** points (or an **F**) for that assignment, and possibly for the entire course. If you are unsure about documentation or have questions about plagiarism, please ask me or a librarian.

4. **Help.** I am available for extra help during my office hours. You may drop in, but setting up a time in advance guarantees I'll save the time just for you. For other types of help, see below:
- ★ *The Campus Writing Center* offers free writing help. You can get help in revising your Paper, and I encourage you to make use of their services. (Library Building 1st Floor).
 - ★ *Technology.* We will use *Tigermail*, *Blackboard*, and *Digication*. You MUST know how to access them. Go to the Academic Computing Center (Library 1st Floor) for assistance:
 - Dave Moretti (DMoretti@qcc.cuny.edu) for TigerMail
 - Dennis Bejar (DBejar@qcc.cuny.edu) for Blackboard and e-Portfolio
 - Aradhna Persaud (APersaud@qcc.cuny.edu) for digital projects and e-Portfolio.
 - ★ *Special Services.* Any student who needs an accommodation based upon the impact of a disability should contact me privately to discuss his/her situation and specific needs. Please contact the *Office of Services for Students with Disabilities* (Science Building Room 132 Phone 718 631 6257) to coordinate accommodations for documented disabilities.

Grading

The tables below summarize the points you can get for each component of the class as described in the Procedure (Table 1 on left) and the points you need to acquire in order to get the grade you want from this class (Table 2 on right).

Table 1 – Points of each activity

No	Component	Freq	Point	Max	Sbttl
1	Attendance & Participation				
	Attendance	28	2	56	
	Participation	28	10	280	
	FinalExam	1	14	14	350
2	Assignment				
	«Reading Reaction	10	25	250	
	«Paper Drafts	6	25	150	
	«Paper 1	1	100	100	
	«Paper 2	1	125	125	
	«Paper 3	1	150	150	
	ePortfolio	1	125	125	900
3	Digital Projects	2	75	150	150
4	Final Exam	1	100	100	100
Total Maximum Points					1500

Table 2 - Points and Grade

Grade	Description	Value	Percentage (%)		Points Range	
A	Excellent	4	96	-	100	1426 - 1500
A-		3.7	90	-	95	1336 - 1425
B+		3.3	87	-	89	1291 - 1335
B	Good	3	84	-	86	1246 - 1290
B-		2.7	80	-	83	1186 - 1245
C+		2.3	77	-	79	1141 - 1185
C	Satisfactory	2	74	-	76	1096 - 1140
C-		1.7	70	-	73	1036 - 1095
D+		1.3	67	-	69	991 - 1035
D	Passing	1	64	-	66	946 - 990
D-		0.7	60	-	63	886 - 945
F	Failure	0	0	-	59	0 - 885
W	Official Withdrawal					
WA	Administrative Withdrawal - no immunization proof					
WN	Unofficial Withdrawal - never attended					
WU	Unofficial Withdrawal - attend at least once					
INC	Incomplete - converts to F if no change by deadline					

Note:

Your grade will be updated monthly on Blackboard until a week before the Final Exam.

An “A” for the overall course means excellent, that is, a student gets an “A” in all course work— formal and informal writing, attendance and participation, other projects, and final exam. Students who receive an “A” push themselves very hard; they’re generally not content to do the minimum. Just doing all the work in this course generally means adequate or satisfactory (i.e. a “C”) work.

Schedule

Refer this schedule in preparing for class. Any changes to the schedule will be discussed in class and posted on our course's Blackboard announcement.

Week	Date	Day #	WORK DUE			
			Reading Materials for	Reaction		Paper
			in-class / Group Discussion	No	Title	Draft #
1	02/01/17	1	Introduction & Syllabus			
	02/04/17	2	Funny in Farsi (8-49)			<i>1. My Family Immigration</i>
2	02/08/17	3		1	Leffingwell Elem. School	Paper1 Draft1
	02/11/17	4	Funny in Farsi (50-103)			
3	02/15/17		MONDAY SCHEDULE		NO CLASS	
	02/18/17	5	Funny in Farsi (104-53)	2	You Can Call Me Al	
4	02/22/17	6				Paper1 Draft2
	02/25/17	7	Funny in Farsi (154-200)	3	I-raynians Need Not Apply	
5	03/01/17	8				Paper1 Final
	03/04/17	9				
6	03/08/17	10	Iyer: Intro-Chr 2 (pp v - 55)	4	Not Our Amer. Dream	<i>2. Argumentative Essay</i>
	03/11/17	11				
7	03/15/17	12	Iyer: Chps 3-5 (pp. 56-119)	5	Islamophobia in the B Belt	Paper2 Draft1
	03/18/17	13				
8	03/22/17	14	Iyer: Chps 6 8 (pp.120-173)	6	We too Sing America	Paper2 Draft2
	03/25/17	15				
9	03/29/17	16	DPro: StoryBrd & Media	7	Should Assimilation be ...	Paper2 Final
	04/01/17	17				<i>3. Community Exploration</i>
10	04/05/17	18	DPro: Slides & Script			
	04/08/17	19		8	Two Primary Sources	
11	04/12/17		SPRING BREAK			
	04/15/17					
12	04/19/17	20	DPro: Audio & Video			Paper3 Draft1
***	04/22/17	21		9	Three Secondary Sources	
13	04/26/17	22	DPro 2			Paper 3 Draft2
	04/29/17	23				
14	05/03/17	24				Paper 3 Draft3
	05/06/17	25		10	ePortfolio CoverLetter	
15	05/10/17	26				Paper 3 Final
	05/13/17	27				
16	05/17/17	28			ePortfolio - ALL	
	05/20/17	29				
17	05/24/17	tba	FINAL EXAM WEEK - MUST PRESENT e-Portfolio			
	05/26/17	tba				

NOTES

clear	face-to-face sessions
green	online session
grey	no class

*** 4/19/2017 Last Day to withdraw without academic penalty
 tba to be announced Location to be announced