COURSE SYLLABUS     IDS: 101
COMING TO THE U.S.A.: REFLECTING ON THE EFFECTS OF AMERICAN IMMIGRATION     SPRING ___

NOTE: Service Learning component highlighted in red.

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New Americans
- What is your immigration ancestry?
- Who are today’s new Americans?
- What is your opinion of immigration to the United States?

COURSE DESCRIPTION:
This is a cornerstone course which fulfills part of the General Education requirements. You will work with the topic of U.S. immigration from socio-historical, political, intercultural communication, and personal perspectives. Specifically, you will learn about immigration to the U.S., spend time interacting directly with immigrants and refugees at the International Institute of St. Louis, reflect on the consequences of immigration on the United States, and draw you own conclusions.
As this may be one of your first college classes, you should develop a clear understanding of the expectations of a college level course. More specifically, you will be guided through activities and assignments that will be incorporated into many of your future college classes.

COURSE OBJECTIVES:
✓ To learn the history of U.S. immigration since 1892
✓ To interact with first generation immigrants and refugees
✓ To contemplate the advantages and disadvantages of immigration
✓ To learn about writing a research paper
✓ To learn about intercultural communication
✓ To practice using communication skills in a cultural environment
✓ To conduct research
✓ To learn college student success skills such as: time management, organization, note-taking, and test-taking preparation
✓ To learn computer competency skills
✓ To engage in peer tutoring/review
TEXTS:
The Death of the West: How Mass Immigration, Depopulation and a Dying Faith are Killing our Culture and Country, Patrick Buchanan, 2002.

Lost in Translation: A Life in a New Language, Eva Hoffman,

Coming to America: A History of Immigration and Ethnicity in American Life, Roger Daniels, 2002. – optional text for reference

COURSE COMPONENTS:

1. **Journal**
   You will make reflections about your experiences interacting with people at the International Institute. You should write approximately 3000 words. Your journal should utilize concepts and discussions from class, and apply them to your experiences. Journals will be graded on writing quality, thoughtfulness, and incorporation of course content. You may not submit journal entries for hours not served. A more detailed description of this assignment can be found on Blackboard.

2. **Research Project**
   This assignment has two parts. The first part will be a PowerPoint presentation that explains the effects of immigration in St. Louis and/or the United States gathered through research. It may include qualitative and qualitative information. You may submit a rough draft of your paper to the Meramec Academic Center to receive assistance in writing a research paper. The second part of the project will be a PowerPoint presentation assembled as a group for a hypothetical audience of your choice. You will utilize the information gathered in the first part of this project. A more detailed description of this assignment can be found on Blackboard.

3. **Discussion Questions**
   a. **Student generated** – You will need to prepare discussion questions. Your questions should reflect your thoughts about the two texts we are reading. Your questions should be related to the text readings, be meaningful, and encourage other students to answer. You must also respond to questions posed by your classmates. Your answers will be graded on thoughtfulness. A more detailed description of this assignment can be found on Blackboard.
   b. **Reading comprehension** – I will pose questions about the course readings. You should respond to my questions showing an understanding of the readings. A more detailed description of this assignment can be found in Blackboard.
4. **Course Plan**
Managing your time and following a course syllabus are important skills for student success. I have seen students struggle and fail because of a lack of these skills. To help you be successful in this class, you will plan out your semester by the end of week two. You will submit a calendar indicating your intended service hours, a timeline for your research project, and when you plan to do your course work. A more detailed description of this assignment can be found in Blackboard.

5. **Service Hours**
You must complete 10 hours of service at the International Institute of St. Louis located in south city near the intersection of Grand and Gravois. You may choose from various activities including: after-school tutoring, chaperoning field trips, adult literacy, and others. Students not living in the St. Louis metro area must speak with me to find a suitable service location. You must provide your own transportation to the Institute. You should not wait until the end of the semester to conduct your service hours because you may not find enough opportunities to fulfill your course requirements. No experience is necessary for the service opportunities available to you. Some of the activities require minimal training provided by the Institute. Make sure to read about your service under Assignments in Blackboard.

**GRADING:**
The following grade scale will be used to calculate the final grade that you earn:

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<thead>
<tr>
<th>Grade</th>
<th>Points Range</th>
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<tbody>
<tr>
<td>A</td>
<td>500-450 points</td>
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<tr>
<td>B</td>
<td>449-400 points</td>
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<td>C</td>
<td>399-350 points</td>
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<tr>
<td>D</td>
<td>349-300 points</td>
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<tr>
<td>F</td>
<td>299-0 points</td>
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**Journal** 50 points

**Research Project** 150 points

**Discussion Questions**
- **Student** 100 points
- **Comprehension** 100 points

**Semester Plan** 25 points

**Homepage** 25 points

**First Assignment** 20 points

**Service Hours** 30 points (3 points per verified hour)
Each student must complete a minimum of 8 verified service hours to receive a “D” or better in the class.