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HIS 322

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"Certificate of Performance": Application Guidelines

Materials That Need to Be Submitted for This Certificate

This document describes the 9 types of material that need to be submitted, if you want your course design to be reviewed in your application for the "Certificate of Performance" in relation to designing courses for significant learning.

- **The comments listed after each bullet (·) provide the criteria that will be used to assess each type of material.**
- ➢ **Statements following this "Arrow" symbol, in BLUE, describe the material that needs to be provided.**

Your Name: Dr. Linda D. Tomlinson

Your Institutional Affiliation: Fayetteville State University

Directions: Fill in this document with the necessary materials, and email it to Dee Fink at: dfink40@gmail.com

The following materials are submitted to be reviewed for this Certificate:

1. **Life Value of the Course** (= "**Big Purpose** of the course)

I want students to understand that the decisions made and policies supported in regard to ethnic immigrant groups and immigration in general are influenced by our personal contexts, therefore, subject to constant change. Furthermore, I hope they will appreciate and feel comfortable engaging their ideas about immigrant groups from an analytical, as well as an empathetic place.

2. **Analysis of Situational Factors**

Situational Factors:	**Responses/Solutions**:
1. Classroom demographics: traditional, non-traditional, military,	1. Include a variety of learning and assessment activities which address

ethnically diverse, and gender balanced. There are a few on campus students, but most are commuter students with job and family responsibilities. 2. Students come with varied preconceived notions about immigrants and their place in America. 3. Inheriting an established course, syllabus and reading list has been a pedagogical challenge. (e. g. inappropriate course name, content, learning outcomes, etc.)	the various learning styles represented by this demographic situation. The one-size fits all will not work in this situation. 2. Introduce activities which facilitate student's identifying their preconceived notions and stereotypes; provide first-hand exposure to immigrants and their cultures and provide opportunities for students to analyze the factors affecting their feelings about immigrants and immigration through active learning opportunities. 3. Engage in course re-design and name change which promotes reciprocal learning.
<u>Special Pedagogical Challenge</u>: • Some students have profound anger towards and stereotypes about immigrants today; yet, they have no clue what these actions are based on. This course is challenged with changing these ideas about the immigrant experience.	**<u>Responses/Solutions</u>:** • Course had to be re-designed in a manner that encourages students to research the role immigration has played in American history and culture. In addition, this course has to be interactive so that students can experience the political, economic and social factors impacting their reactions to immigrants. The course will be changed from a solely theoretical approach to a strong experiential approach in order to elicit empathy and life-long caring on the part of students.

4. Desired Learning Outcomes/Goals

1. **Foundational Knowledge:**

   a. Students will understand the patterns of attitudes between earlier immigrants and new immigrants and how common or variable those patterns are.

   b. Students will identify different scholarly perspectives of the immigrant experience in America and analyze how those perspectives were formed.

2. **Application**:

   Students will analyze the factors that create positive attitudes by earlier immigrants toward new immigrants, and allow earlier immigrants to change their attitudes towards new immigrant.

3. **Integration**:

   Students will describe the impact of the evolving political, economic and social conditions in the U.S. on the national attitudes towards immigration.

4. **Human Dimension**:

   A. Self: Students will re-examine their own attitudes and the basis for those attitudes towards other immigrant groups.

   B. Interacting with Others: Students will use sensitivity, fairness and empathy in their interactions with people who are different from themselves.

5. **Caring**:

   Students will value the cultures and contributions of other immigrant groups as vital to their own human experience (i.e. their own personal, social and national experience).

6. **Learning HOW to Learn**:

   Students will create a plan for learning about the immigrant experience through active engagement with other immigrant groups during the next 1-3 years.

5. **3-Column Table**

3-Column Table

Learning Goals:	Learning Activities:	Assessment Activities:
1. 1a) Students will understand the patterns of attitudes between earlier immigrants and new immigrants and how common or variable those patterns are. 1b) Students will identify different scholarly perspectives of the immigrant experience in America and analyze how those perspectives were formed.	• Secondary data and sources analyzed • Oral Histories analyzed • Original sources analyzed (What Do You Know or What Have You	• Literature Review • Comparative essay. (Students will choose two perspectives from a list and will write a comparative essay) • In-class self-inventory discussion of their perceptions
2. Students will analyze the factors that create positive attitudes by earlier immigrants toward new immigrants, and allow earlier immigrants to change their attitudes towards new immigrant.	• Read and scrutinize Internet articles • Stories via film analyzed • Primary sources analyzed	• Document Analysis Worksheets • Film Reaction Papers
3. Students will describe the impact of the evolving political, economic and social conditions in the U.S. on the national attitudes towards immigration.	• Course Blackboard site discussion board • Read and scrutinize Internet articles • Secondary data and sources (required books) analyzed	• In-class debates/discussions • Document Analysis Worksheets
4. a). Students will re-examine their own attitudes and the basis for those attitudes	• Role playing activities	• Pre-and post-surveys

towards other immigrant groups. 4. b) Students will use sensitivity, fairness and empathy in their interactions with people who are different from themselves.	• Situational Observations in out-of-class activities (visit ethnic restaurants) • Debates • Reflective Writing	• Short online reactions
5. Students will value the cultures and contributions of other immigrant groups as vital to their own human experience (i.e. their own personal, social and national	• Personal reflections (private-online) • Group originated "Immigrant Reform Resolution" activities	• Personal Reflections (private-online) • Group originated "Immigrant Reform Resolution" presentation and policy report
6. Students will create a plan for learning about the immigrant experience through active engagement with other immigrant groups during the next 1-3 years.	• Learning Diary, out-of-class activities • Learning Portfolio (end-of-course)	• Learning Portfolio

6. Active Learning

Aspects of "Active Learning":	Activities that will be used:
I. Get Information & Ideas	• **Analyzing primary and secondary sources via Document Analysis Worksheets; researching the historiography of immigration history and preparing a Literature Review as a result of that research.**
II. Have a "Doing" or "Observing" Experience	• **Participating in situational observations, role-playing and classroom and online debates. Working in group scenarios to create a contemporary immigration policy and**
III. Reflect, on the Learning Process as well as on the Subject of the course	• **Writing responses to films, situational observations, group activities and guest speakers in online Learning Diary. Participating in in-class discussion of group activities and progress. In additions, students will develop a formal Learning Portfolio to reflect on their learning process and the course content.**

7. Educative Assessment

This course will contain several educative assessment opportunities that require authentic and forward-looking tasks. For example: (1) A role-playing activity that asks students to place themselves in a familiar situation--they are the "new" kid attending a new school, moving to a new city, taking on a new job, etc. and must recall the feelings they experience in that situation. They will write these feelings down and we will discuss them in detail during a class session. (2) A second activity involves an out-of-class situation observation. Students are asked to go out to a restaurant together (one that is representative of the particular ethnic group we are studying at the time). They are to experience the cuisine, note the ambiance, converse with the employees, etc. in an attempt to get to know the culture better. Students will reflect on their experiences in their online journals. (3) The final rich experience activity involves students participating in in-class debates concerning their attitudes about the immigrant experience and what value they place on same.

Assessment Task:

"*Critical Film Review*": Students often take what they see in the media as factual and sometimes make value judgments based on this information. Having students to do the work involved in critical film reviews while in college will give them guidelines or a foundation for those same processes in their day-to-day lives in the future. A grading rubric will be utilized to assess these reviews.

Rubric:

Film Review Rubric.pdf

Film Review Rubric.doc

Self-Assessment:

In terms of facilitating **self-assessment**, the rubric will be distributed the before screening of the "second" film. At least three films will be shown throughout the semester. A review will not be required for the first film because one criterion of the rubric asks the student to compare the film under review with other films screened in the course. The class will collectively discuss the first film and begin to do some brainstorming about what to look for in these films as they relate to the course. After that session, I will amend the rubric to include their best ideas (i.e. practices). In addition to this activity, there will be a place on the completed rubric for one peer score. I will not score a review until I have had another student score it first. Both scores will appear on the rubric handed back to the student with their papers. This will give students practice working with the rubric and hopefully engender confidence in assessing their own papers.

Feedback:

In terms of **feedback**, there are several areas in this course to explore including: 1) Providing space on the back of the rubric for peers to write "loving" comments; 2) Highlighting specific areas on their reviews to explain why they received the points on the rubric and to point out (if any) mechanical issues. Although, I am not grading for mechanics on the reviews, I believe it would benefit the students to have feedback in that area; and 3) I will have specific office hours set aside for students to have face-to-face feedback regarding their reviews. The face-to-face sessions will be mandatory for the second review. After that review it will be their choice for the face-to-face session on this type of assignment.

8. <u>Weekly Schedule</u>: Wednesdays, 6:00-8:45 p.m.

Week #: Themes and Questions		In-Class Activity	Between-Class Activity
1. Perceptions and Scholarly Patterns: **Why do we have negative perceptions of immigrants and where do they come from?**		Course Introductions Completes pre-survey instrument and discuss Examination of oral accounts from Asian and Jewish immigrants Identify all assessment rubrics on Blackboard Assign Literature Review	Do research for a Literature Review on American Immigration. Read *Americans in Waiting*
2. Perceptions and Scholarly Patterns: **Why are we quick to trust scholarly treatments on the issue of immigrants?**		Guest speaker on Chinese immigration: Dr. Ma Class discussions comparing the presentation to *Americans in Waiting* and Motomura's concepts of immigration.	Students will be assigned a partner to work on a Situational Observation activity: Asian Cuisine Restaurant. Write a 1 page response in your online the online Reflection Journal. Guidelines for these responses posted to Blackboard. Finish *Americans in Waiting.* Submit Literature Review via Blackboard.
3. Perceptions and Scholarly Patterns and Impact of Immigration: **Why are we quick to trust scholarly treatments on the issue of immigrants?**		Screen the film: "Hester Street". Class will view, discuss and complete a Document Analysis Worksheet on "Rosenberg" website.	Read *How Jews Became White Folks.* Students will view a film/video that has Jewish immigration as a topic and write a critical film review based on the rubric's criteria and submit to Blackboard link.
4. Perceptions, Impact and Changing Perspectives: **What do we really know about the contributions of immigrants to American political, economic and social structures?**		In-class debate: Asian immigrant experience vs. Jewish immigrant experience. Class participates in an online Jeopardy game: Asian/Immigrant contributions!	Students will choose two "perspectives" on the immigrant experience in America and write a comparative essay. Bring essays to next class sessions. Read: *Are Italians White?*
5. Perceptions, Impact and Changing Perspectives: **What do we really know about the contributions of immigrants to American political, economic and social structures?**		Class will Peer review the Comparative Essays in group format. Instructor will collect the peer-reviewed essays for assessment. Class will screen: "Sacco and Vanzetti"	Continue reading *Are Italians White?* Situational Observation #2: Italian Restaurant. Upload commentary to Reflection Journal.
6. Perceptions, Impact and Changing Perspectives: **What do we really know about the contributions of immigrants to American political, economic and social structures?**		Discussion of Situational Observation #2 and the edited treatment of the Italian immigrant by Guglielmo and Salerno.	Read: *How the Irish Became White.* Do Internet research and find stereotypical cartoons of Irish immigrants.

7. Perceptions, Impact and Changing Perspectives: **What factors can be catalytic in the way we view immigrants and their contributions?**		Online viewing of stereotypes of the Irish immigrant and the African American. Discussion of Ignatiev's treatment of the Irish immigrant.	Continue reading: *How the Irish Became White.* Situational Observation #3: Visit an Irish Pub or another St. Patrick's Day celebration with your partner and reflect on the experience in the online Journal
8. Perceptions, Impact and Changing Perspectives: **What factors can be catalytic in the way we view immigrants and their contributions?**		Role-playing: Panel Discussion on West Indian Immigrants. Students will act on behalf of I.C.E., the UN Ambassadors, International Healthcare Workers, Religious Representatives and Human Rights Workers	Read *Black Identities*.
9. Perceptions, Impact and Changing Perspectives: **What factors can be catalytic in the way we view immigrants and their contributions?**		SPRING BREAK	SPRING BREAK
10. Perceptions, Impact and Changing Perspectives: **What role should empathy and human concern play in immigration policy decisions?**		Screening of "Life and Debt" While partaking of West Indian cuisine brought by members of the class.	Continue Reading *Black Identities.* Try to interview a West Indian immigrant about their experiences in the U.S. Write down your notes from this interview in your Reflection Journal online.
11. Perceptions, Impact and Changing Perspectives: **What role should empathy and human concern play in immigration policy decisions?**		Discussion of Guidelines for the Immigration Reform Resolution Activity. How can information in last documentary assist in this project? Student interview activity—students will be paired off to discuss how situational observations, videos screened and guest speaker has affected their learning process?	Watch video clips on Mexican immigration and comment on the discussion board. Read *Coyotes*. Do research on current state initiatives regarding immigration (i.e. Arizona, California, Texas, etc.) One-on-one strategy meeting w/instructor regarding Learning Portfolio (during office hours)
12. Perceptions, Impact and Changing Perspectives and Developing Lifelong Interest: **What role should empathy and human concern play in immigration policy decisions?**		Evidence-based Debate: Do Mexican Immigrants take American Jobs? Students <u>must</u> cite evidence from past in-class activities, research and writing assignments, and personal experiences to defend their stances.	Continue reading *Coyotes.* Research the Obama's Administration policy on immigration. One-on-one strategy meeting w/instructor regarding Learning Portfolio (during office hours)
13. Perceptions, Impact and Changing Perspectives and developing Lifelong Interest: **How do we stay engaged and interested in this topic?**		Roundtable Discussion of all ethnic groups and perspectives studied during the semester. --Pedagogical Materials Assessment: students' will decide which books were most beneficial and which ones (if any) need to be dropped.	Identify a specific cultural contribution of the immigrant from Latin America and bring a depiction to class (PowerPoint, CD, DVD, artifact, etc.) Begin brainstorming within your group about your resolution for immigration

			reform. One-on-one strategy meeting w/instructor regarding Learning Portfolio (during office hours)
14. Developing Lifelong Interest: **How do we stay engaged and interested in this topic?**		Administer a post-survey. Discussion of students' changed perceptions based on experiences in the course.	Engage in preparation work for Group Resolution presentation and your Learning Journal.
15. Creating Lifelong Interest: **How do we stay engaged and interested in this topic?**		Group Presentation: Immigration Reform Resolutions.	Submission of Learning Journal.

9. Teaching Strategy

The problem-posing strategy would be an effective way to engage students and produce significant learning in this type of course. A problem/question will be posed and we, as a class, will seek to find information to resolve or answer it, or change our perception of the "so-called" problem. By starting the course with a problem all Americans must grapple with, "immigration reform", it is hoped students will be interested in looking at the content material, much of which is historical. It places them in a proactive position for learning as opposed to merely not retaining and recalling information for a grade. Each student has some idea about the impact of immigration on their ability to find work? In order to get them to value the contribution of the immigrant, one has to remove the blinders from their eyes in regard to the immigrant being a "problem".

The problem-posing strategy will involve the class dealing with a specific set of questions throughout the semester. These questions should influence their in-class and out-of-class activities and will serve as themes for the syllabus. In addition, this type of strategy requires their active participation at all times in a variety of scenarios. There is a definite pattern to the questions posed based on the re-designed learning outcomes and an attempt to move the students from basic to more sophisticated taxonomy of significant learning. In other words, the sequence should allow students to build on the knowledge and application experiences they acquire in the earlier weeks to begin to integrate/synthesize, develop empathy/caring and obtain a life long-interest in the subject.

Anytime an assignment is submitted in an out-of-class activity, discussion and feedback will take place during the next in-class session. A concerted effort is made not to have more than three out-of-class activities assigned at a time. However, since this is a course which meets only one night per week, there are times when exceptions to this policy have to take place in order to stay on track with University timelines.

Sample "Castle-Top" Diagram:

	Wed#1		Wed#2		Wed#3		Wed#4		Wed#5		Wed#6
In-Class Activities:	**Q1,** S,OR,R		**Q2,** D, GS		**Q2,** D, **RF,** SF, DAW		**AF,** D, OG		GA-PR, FS, **AF**		D, **AF**
Out-of-Class Activities:		ED, OR**,**		SO,RF**,** ED**, SA-LS,**		ED, **SA,** GA		ED, **SA-E**		SO, RF, ED, GA	

Comments:

Codes: Q=question; S=survey; OR=oral history; R=rubrics; GS=guest speakers; ED=examine documents; SA=submit assignment; GA=group activity; D=discussions/debates; AF=assessment & feedback; Ref=reflection; SO=situational observations; CE= comparative essay; RF=reflective journal; P=portfolio; OR=outside research; SF=screen film; DAW=document analysis worksheet; OG=online game (Jeopardy); LR-literature Review; PR=peer review

Note: the following items are boldfaced in the diagram because of their special importance: Questions; Submit Assignment; Assessment & Feedback and Guest Speaker; Comparative Essay; Literature Review

10. Grading System

*Not all activities will be part of the grading system. Some are Class Participation, which will **not** be counted in the grading system.

- The following assessments activities will constitute the grading determinant for the students:

  - Literature Review (10 points)--this assessment should reflect the skills and knowledge gained from examining the secondary sources, oral histories and the What Do You Know or What Have You Heard inventory/discussion.
  - Film Reaction Paper (15 points)--should reflect skills gained from viewing "Hester Street" and "Sacco and Vanzetti". The will review both films but only one will be counted--the one with the highest number of points.
  - Comparative Essay (20 points)--this assessment should reflect the skills from preparing the document analysis worksheets, examination of Internet articles and websites and the list of perspectives provided by instructor.
  - Group "Immigration Reform Resolution Project" (25) points)--This group activity requires individual and group research, assessment of sources and development of a resolution to a current issue. Therefore, it should be a culmination of the knowledge and skill gained throughout the course.
  - Learning Portfolio (30 points)--will document the process of learning in the course as well as critique of the process.

Group Project Explanation

Individual Activities **75 points**
Group Activities **25 points**
Assigned Research* (5 pts)
Brainstorming Sessions* (10 pts)
Immigration Resolution Plan/Presentation* (10)

**Groups will assign research activities to each member. Research has to be written up and submitted to the Instructor and the group members (5 points of the 25 overall points can be attained for this activity). After a period of time groups will hold brainstorming sessions to discuss their research findings and plan for resolution and presentation. Groups will submit peer evaluation forms for the brainstorming sessions to

determine how many of the 10 points each member should receive. Instructor will utilize a grading rubric for the Group Resolution and Presentation which could gain students up to 10 points out of the 25 points for the overall project.

Total Points possible Points= 100

- Literature Review 10
- Film Reaction Paper 15
- Comparative Essay 20
- Group Resolution Project 25
- Learning Portfolio 30

Letter Grade Associated with accumulated points

A= 90-100
B= 80-89
C= 70-79
D= 60-69
F= 0-59