

TAMALPAIS UNION HIGH SCHOOL DISTRICT
Larkspur, California

Course of Study

THE IMMIGRANT EXPERIENCE
Classical Strand

I. INTRODUCTION: COURSE DESCRIPTION

- A. This course offers second-semester sophomores, juniors and seniors an opportunity to explore the experiences of first generation Americans in the Twentieth Century. Although *Bildungsromane* constitutes the core reading, essays, short stories, poetry and plays also play an important role in this course.

This course presents students with the diversity of American experience. Students will examine literature that explores the quest for identity and offers them an opportunity to explore worlds outside of their experience. This course illustrates the role of diversity in shaping our experience.

- B. This course addresses the following District student learning outcomes:

- #1. communicate articulately, effectively, and persuasively when speaking and writing;
- #2. read and analyze material in a variety of disciplines;
- #4. demonstrate knowledge of the rights and responsibilities of the individual in a democratic society;
- #10. analyze and propose solutions to contemporary issues using a variety of perspectives;
- #11. interpret, experience, create and/or perform artistic work;
- #14. demonstrate knowledge, skills and self-discipline necessary to achieve and maintain physical and emotional well-being.

The Immigrant Experience will contribute to the attainment of the following Tam 21st Century Goals,

- acquire, manage and use knowledge and skills;
- think critically and creatively;
- develop respect and understanding for the diversity of our community;
- understand individual and cultural differences;
- take responsibility for self and community.

- C. The course continues the sequential learning established in freshman and sophomore English classes, and makes direct connection to the curriculum in art, philosophy and psychology courses.

- D. As an English course, this course continues to develop and refine the writing and reading skills that have been introduced and shaped by previous courses.

The goals of this course are:

1. write analytical papers on the assigned literature with clarity and cohesion;
2. read with accuracy and thoughtfulness;
3. study works of literature as illustrations of people's ways of looking at themselves, their society, and the world;
4. recognize the contribution of immigrant literature to the American canon;
5. explore how fiction and nonfiction can bridge differing experiences;
6. increase awareness of the humanness of all people, despite cultural differences;
7. interact with fellow students in a respectful manner;
8. investigate an area of genuine concern to students;
9. explore the experiences of living with two cultures through the use of film, library research, and other research activities;
10. make use of community resources as background information for the novels;
11. interview immigrants and write their stories using one of the forms introduced by the materials read in class.

II. STUDENT LEARNING OUTCOMES

A. Writing:

1. use the stages in the writing process, especially responding, revising, and editing (R/LAF W W/S 1.0; 1.9);
2. apply basic grammar and appropriate vocabulary in the context of their writing (R/LAF W W/O 1.0);
3. write well-developed essays using the thesis statement effectively to focus the essay, and practice patterns of organization, such as chronology, classification, and steps in a process, with appropriate transitional techniques, language and form to suit purpose and audience (R/LAF W W/S 1.3);
4. draw generalizations from recorded observation and experience—e.g., from stories, poems, journal entries, autobiographical and biographical pieces, descriptions and accounts—and support them with convincing evidence and examples (R/LAF W W/A 2.2);
5. use deduction and induction, understand logical fallacies, know what constitutes evidence and authority, while distinguishing between primary and secondary sources (R/LAF W W/A 2.2);
6. develop an interpretation that uses convincing textual evidence for support and explain the interpretation rationally to convince the reader of its soundness (R/LAF W W/A 2.2 a - e);

7. examine ideas and information from a variety of sources and draw conclusions about the point and purpose of that information and to evaluate the conclusions and determine whether or not they are sound (R/LAF W W/A 2.4 d);
8. analyze information from various sources through systematic notetaking, integrate material from outside sources into their own work, and acknowledge those sources (R/LAF W W/S 1.6).

B. Literature/Reading:

1. understand and use the language of literary criticism, such as setting, characterization, foreshadowing, symbolism, and metaphor; consult sources to enrich understanding; recognize the relationship of specific incidents to theme; understand an author's method of narration, i.e., who tells the story and how far the narrator is from the action; be aware of and understand shifts in point of view (R/LAF R L/RA 3.0 S/F 3.1; N/A 3.2, 3.3, 3.4);
2. put ideas in one's own words through such devices as paraphrase, precis, modeling, unscrambling sample passages, reading and interpreting maps, charts, and graphs; recognize that rereading enhances the reader's understanding and appreciation;
3. determine the author's point of view and distinguish his or her bias from established fact (R/LAF R C/A 2.2, 2.3, 2.4, 2.5);
4. recognize the importance of reading beyond the assigned works and use outside sources of reference; refine the use of research techniques;
5. develop a greater understanding of the contributions of ethnic groups by studying their traditions, their cultural stance, their similarities and differences (R/LAF R L/RA 3.5 b).

C. Speaking and Listening:

1. When speaking, students will:
 - a. function effectively in class discussion by answering and asking questions coherently and by clarifying responses with clear explanations; conceive and develop ideas that are soundly reasoned and well supported;
 - b. become more proficient in the various roles in editing and response writing groups; learn new roles: for example, panel chair, panel member, large group discussion leader, recorder, resource person;
 - c. learn argumentation techniques that allow both sides of a question to surface; learn skills in logic and reasoning to support arguments on conflicting sides of a question (R/LAF L/S O/D 1.5, 1.6);
 - d. give careful attention to preplanning a speech; develop a regard for the audience with respect to gaining attention, sustaining interest, making efficient use of time; learn skills in organizing for various

modes of presentation: analysis, persuasion, explanation, interpretation, direction, and comparison (R/LAF L/S O/D 1.7 A/E 1.13);

- e. practice oral interpretation of literature, using the techniques of emphasis, expression, dramatic pause, inflection; practice parts in dramas, attempting realistic character identity, fluency in reading dialogue, and appropriate tone and mood (R/LAF L/S S/A 2.3 a—e; 2.5).

2. When listening, students will:

- a. develop techniques that promote supportive, polite concern for the speaker, and learn the skills necessary to offer tactful, constructive criticism;
- b. identify main and subordinate ideas presented in lectures and discussions, and evaluate them for sound reasoning and convincing support; take into account the nuances, the subtle shades of meaning (R/LAF L/S A/E 1.11—1.14).

D. Student Assessment:

Students will be assessed through a variety of indicators including homework, group work, oral presentations, visuals related to the reading, quizzes on the literature, essays and other writing assignments.

Students will be expected to take an essay examination that requires them to apply the thinking and writing skills they have developed in order to synthesize and analyze material from three to four major works covered during the semester. Students will be expected to support their main ideas with specific examples from the works under discussion.

See the Immigrant Literature Resource Binder for sample assessments

E. Course Assessment

Immigrant Literature will be assessed through formal and informal surveys of the students. Course and unit goals will be reviewed by teachers on a regular basis.

III. METHODS AND MATERIALS

A. Methods

Students will complete a variety of interrelated writing assignments adapted from the James Moffet writing sequence. More than one paper may be required for each

assignment. In addition to four process papers per semester, minor papers will be assigned regularly.

Eight different writing types have been identified as the focus for the upper division writing program: observation, reflection, controversial issue, interpretation, evaluation, report of information, autobiography, and speculation. See the introduction to the Upper Division program for specifics on the writing modes.

B. Literature

A selection of the following titles to guarantee consistency throughout the District. Each student will read at least four major works per semester, with required reading including a variety of short stories, poems, novels, and nonfiction.

Core Selections

Ayaan Hirsi Ali	<i>Infidel</i>
Ann, Rudolfo	<i>Bless Me, Ultima</i>
Cather, Willa	<i>My Antonia</i>
Cisneros, Sandra	<i>The House of Mango Street*</i>
Crane, Stephen	<i>Maggie, Girl of the Streets</i>
Di Donato, Pietro	<i>Christ in Concrete</i>
Gold, Michael	<i>Jews without Money</i>
Kingston, Maxine Hong	<i>Woman Warrior</i>
Morrison, Toni	<i>Song of Solomon**</i>
Roth, Philip	<i>Good-bye Columbus</i>
Tan, Amy	<i>The Joy Luck Club</i>
Sebranek, Patrick, ed.	<i>Writers INC.</i>

* Also English 3/4

** Also Contemporary Literature

- C. Students will use the writing lab for autobiographical and research papers, and will be encouraged to present multi-media presentations for exhibitions.

IV. GENERAL INFORMATION

- A. The Immigrant Experience is an upper division elective course, open to juniors, seniors and second semester sophomores.
- B. The course meets half of the District requirement for two Classical Strand courses.
- C. This course satisfies the U.C. entrance requirement for an upper division English class.

Revised July 17, 2009

Updated December 13, 2012