



CTZN-940: CITIZENSHIP (FORMERLY CTZN-001X)

Effective Term

Fall 2023

BOT Approval Date

06/23/2022

Discipline

CTZN - Citizenship

Course Number

940

Course Title

Citizenship (formerly CTZN-001X)

Short Title

Citizenship

Credit Status (CB 04)

N - Noncredit

Non-Credit Hours**Minimum Contact Hours**

40

Maximum Contact Hours

220

Distance Education

Yes

Distance Education**Distance Education Type**

Both Fully Online and Hybrid Online

Fully Online Delivery Requirements:

- a. Students must be notified via the college schedule of classes and the syllabus for the class if proctored tests are required for this course
- b. Any planned face-to-face meetings, such as an orientation or study session, must be optional
- c. The MSJC curriculum committee requires the use of accessible, asynchronous discussion as a component of every fully online course

Are you using publisher content?

No

Regular Substantive Interaction

Instructor-to-student, student-to-student, and student-to-content contact shall be distributed in a manner that will ensure regular substantive interaction (RSI) is maintained not only weekly but also for the duration of the course. Instructor interactions should be equivalent in time, quality and consistency to the engagement students would receive in a face-to-face course—for example, through announcements, discussion participation, personalized feedback, video messages, or other instructional communications. Instructors are expected to be responsive to student inquiries within a 24-72 hour time frame excluding holidays. RSI will be maintained through a variety of methods:

- Orientation - Students must be oriented to the online and face-to-face portions at the start of the course.
- Announcements - Announcements using the course management system must be posted at least weekly to keep students current on course events, due dates, materials, etc.
- Discussion Forums - Content-related discussion forums within the designated CMS will include appropriate instructor participation and will be initiated and maintained, with timely feedback provided. Instructors are required to monitor the discussions and related activities to provide guidance and direction. Open-ended discussion boards may be used to further learning and interaction.
- MSJC Communication – Instructor will use MSJC-administered communication tools



(such as email or the designated CMS communication tools) to regularly communicate with and provide ease of access to students.

- Timely Feedback - Timely feedback on student work will be provided by the instructor, which may include comments and/or rubrics, within the Grades area of the designated CMS.
- Scheduled Meetings – Hybrid and synchronous courses will meet at regularly scheduled times.

ADA Compliance - All course interactions and content must be designed with accessibility in mind and meet ADA requirements.

Catalog Description

This course is designed to prepare the foreign born student for the United States citizenship test. (formerly CTZN-001X)

Requisites

Prerequisite(s)

Prerequisite(s) (must be taken before)

ESL-911 with a grade of P or appropriate CASAS score

Codes

TOP Code (CB 03)

4930.90 - Citizenship (and ESL Civics)

CIP Code

33.0102 - American Citizenship Education.

Repeatability Code

Yes

Number of times course can be repeated

Unlimited

Reason for Repeatable

Non-credit

Learning Objectives

Learning Objectives

Learning Objective

1. Develop questions and respond to personal information questions.
2. Employ clarification strategies for information provided in person or by phone.
3. Demonstrate the ability to initiate and maintain simple conversations using appropriate forms of address and register.
4. Follow simple directions verbally.
5. Identify main topic of conversation.
6. Predict meanings of unfamiliar vocabulary in material rich in contextual clues.
7. Interpret a short reading passage.
8. Modify a series of sentences for spelling, punctuation and basic grammar.
9. Construct related sentences on a topic to form a simple paragraph.
10. Evaluate the civic responsibility of a US citizen.
11. Examine immigration and its role in the foundation of the United States as well as the challenges of contemporary gender and racial discrimination and/or religious persecution in attempting to assimilate in American society.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome

1. When spoken, to students will be able to interpret essential points of discussions or questions on selected topics.
2. When reading, students will be able to use contextual clues to interpret meaning and draw conclusions from authentic materials on everyday subjects.
3. When writing, students will complete a variety of forms with limited assistance.
4. When speaking, students will demonstrate the ability to incorporate and encourage diverse perspectives in conversations on a variety of familiar topics.

Program Learning Outcomes

Learning Outcome

1. Express ideas and opinions orally in response to spoken communication in the classroom environment in a coherent and effective manner.
2. Extract the meaning of different texts by using a variety of sources.
3. Produce effective, clear, and well-organized writing.

Institutional Learning Outcomes

Communication: The student will effectively express and exchange ideas through listening, speaking, reading, writing, visual works, and other modes of interpersonal expression.

Critical Thinking: The student will analyze problems, gather and synthesize relevant information, evaluate ideas, information, and evaluate alternative points of view to create, innovate and implement effective solutions.

Social Awareness: The student will recognize and analyze the interconnectedness of global, national, and local concerns, analyzing cultural, political, social, and environmental issues from multiple perspectives and appreciate similarities and differences among cultures.

Content

Non-Credit Content

Preparing Students for the USC/S Interview

- I. The path to become a naturalized U.S. citizen
- II. Naturalization pre-interview activities in the classroom
 - A. Clarification of the USCIS eligibility requirements
 - B. Completion of the N-400 application for naturalization
 - C. Available resources: TODEC, USCIS websites, Youtube, etc.
 - D. In-class practice and preparation for the USCIS interview
 1. Appropriate attire for the interview
 2. Body language, small talk, overcoming nervousness, etc.
 3. How to ask the interviewer for clarification
 4. Answering questions about information on the N-400
 5. Answering questions about U.S. government and history
 6. Reading aloud sentences in English
 7. Writing sentences in English on paper or on a tablet
- III. The naturalization interview (5 components)
 - A. Assessment of oral English skills
 - B. Assessment of written English skills
 - C. Assessment of reading English skills
 - D. Questions about the completed N-400
 - E. Questions about U.S. government and history

Teaching About U.S. Government

- I. The development of America's government
 - A. Our Founding Fathers
 - B. The Declaration of Independence
 - C. The Federalist Papers
 - D. The U.S. Constitution
 - E. Amendments to the Constitution
 - F. Powers exclusive to the federal government
 - G. Powers reserved for the states

- H. Economic systems in the United States
- II. Our federal government: Three branches
 - A. The Legislative Branch: Congress (Senators+ Representatives)
 - B. The Executive Branch: President, Vice President, + the Cabinet
 - C. The Judicial Branch: Supreme Court and the lower courts
- III. Separation of powers/Checks and balances
- IV. Political parties: Republican, Democratic, etc.
- V. Our state governments
 - A. Each has its own constitution.
 - B. Names of state capital cities
 - C. Location of the states within regions of our country
- VI. Local governments: counties, cities, towns, villages
- VII. Rights and responsibilities
 - A. Rights and responsibilities of everyone living in the USA
 - 1. Freedom of expression, speech, assembly, and religion
 - 2. The right to petition the government and to bear arms
 - 3. The responsibility to obey our laws.
 - 4. The responsibility to pay taxes and file annual reports
 - 5. All men ages 18-25 must register with the Selective Service
 - B. Rights and responsibilities only for U.S. citizens
 - 1. The right to vote in a federal election
 - 2. The right to run for federal office
 - 3. The responsibility to serve on a jury
 - 4. The responsibility to vote in federal elections

Teaching About America's History

- I. Pre-colonial North America
 - A. The migration of Asians onto North America
 - B. Native American tribes
 - 1. Social and cultural aspects
 - 2. Food, music, beliefs, stories, etc.
 - 3. Interaction with European explorers
 - 4. Federally recognized 562 tribal governments (currently)
 - C. The arrival of European explorers (Vikings, Spanish, British)
- II. The Colonial Period and Colonization
 - A. Colonists from England in the 1600's
 - 1. Some came for economic opportunities (grew tobacco to trade with England)
 - 2. They created the first colony in the New World (Jamestown, Virginia, 1607)
 - 3. Pilgrims sought religious and political freedom (Plymouth, Massachusetts, 1620)
 - 4. Puritans created the first church here (Massachusetts Bay Colony, 1629)
 - 5. Interactions between the colonists and the Native Americans
 - a. Settler Colonialism
 - b. religious colonization
 - 6. Pilgrims' celebrated the 1621 fall harvest with the Native Americans
 - 7. Trade increased between the colonists and England
 - B. The growth and development of our first 13 states
- III. The Declaration of Independence and the Revolutionary War
- IV. The War of 1812 and The Star Spangled Banner
- V. The Industrial Revolution
- VI. Immigration
- VII. America's Civil War/ The War Between the States
 - A. The Northern Army versus the Southern Army
 - B. Causes of the Civil War
 - 1. Slavery
 - C. President Abraham Lincoln saved the Union
 - D. The Emancipation Proclamation
 - E. The 13th, 14th, and 15th Amendments
- VIII. U.S. Expansion
 - A. The Louisiana Purchase (purchase from France, 1803)
 - B. The acquisition of Florida (treaty with Spain, 1821)
 - C. The Oregon Territory (treaty with Great Britain, 1846)
 - D. The Mexican-American War (treaty with Mexico, 1848)
 - E. The purchase of Alaska from Russia (1867)
 - F. The Spanish-American War (U.S. gained possession of the territories of Guam, Puerto Rico, and the Philippines, in 1898)
 - G. Hawaii became a U.S. territory in 1898

- IX. The 1900's
 - A. Women's Rights
 - 1. The first wave – Late 19th Century
 - 2. The second wave – 1960's and 1970's
 - 3. The third wave – 1990's
 - 4. The fourth wave - intersectionality
 - B. Civil Rights Leaders
 - 1. American Civil Rights Movement
 - 2. Contemporary Discrimination
 - C. The Great Depression and the Stock Market Crash of 1929
 - D. Major Conflicts: World War I, World War II, The Cold War, The Korean War, The Vietnam War
 - E. Terrorists attack the World Trade Towers; The Persian Gulf War
- X. Presidential Profiles
 - A. 1789-1865: Washington, Adams, Jefferson, Madison, Lincoln
 - B. 1900-present: Wilson, FDR, Eisenhower, Kennedy, Johnson, Nixon, Ford, Carter, Reagan, George H.W. Bush, Clinton, George W. Bush, Obama, Trump, Biden
- XI. Contemporary Immigration Issues
 - A. Gender Discrimination
 - B. Racial Discrimination
 - C. Religious Persecution
- XII. U.S. National/Federal Holidays: New Year's Day, MLK, Jr. Day, Presidents' Day, Memorial Day, Independence Day, Labor Day, Columbus Day, Veterans' Day, Thanksgiving, Christmas
- XIII. U.S. Symbolism: The U.S. flag, The Pledge of Allegiance, The National Anthem, The Statue of Liberty, The White House, Congress, The U.S. Supreme Court, The Washington Monument, The Lincoln Memorial, The Liberty Bell, Mount Rushmore, Washington, D.C.
- XIV. Geography: States that border Canada; states that border Mexico; the U.S. Great Lakes; the world's seven continents; the world's oceans

Methods of Instruction

Method

Activity

Integration

Activity in which students recognize spoken and written English by identifying main topics of conversation and responding to simple directions.

DE Adaptations for MOI

Activity allows students to recognize spoken and written English by identifying main topics of conversation and responding to simple directions. All accessible course activities will be delivered through synchronous methods such as video conferencing and/or asynchronous methods using CMS assignments/discussion boards/downloadable content.

Method

Papers and Reports

Integration

Papers and reports will allow students to produce sentences in a paragraph format on personal topics and complete increasingly difficult authentic forms. Instructors will use revision process with students to encourage them to identify and revise their work.

DE Adaptations for MOI

Papers and reports will allow students to produce sentences in a paragraph format on personal topics and complete increasingly difficult authentic forms. Instructors will use revision process with students to encourage them to identify and revise their work. Students will submit papers and reports via assignment submission links within the CMS. Students receive feedback via the CMS gradebook feature.

Method

Reading

Integration

Readings in which students will learn to interpret and construct meaning from a short passage and/or various print materials on familiar and unfamiliar topics. The instructor will use short passages and/or various print materials to prompt discussions as well as help students understand and make connections between the material and how this relates to becoming a U.S. citizen.

DE Adaptations for MOI

Readings in which students will learn to interpret and construct meaning from a short passage and/or various print materials on familiar and unfamiliar topics. The instructor will use short passages and/or various print materials to prompt discussions as well as help students understand and make connections between the material and how this relates to becoming a U.S. citizen. Textbook readings, ancillary readings and web research assignments are posted on the CMS as accessible digital handouts or available through accessible online textbooks.

Method

Role Playing/Simulation

Integration

Role playing and simulation to demonstrate the ability to engage in conversations that incorporate and encourage diverse perspectives in conversations in a variety of familiar topics.

DE Adaptations for MOI

Role playing and simulation to demonstrate the ability to engage in conversations that incorporate and encourage diverse perspectives in conversations in a variety of familiar topics. Role playing and simulation activities are posted to the CMS as videos, digital handouts, and/or conferencing sessions.

Method

Lecture

Integration

Lectures include the examination of immigration and its role in the foundation of the United States as well as the challenges of contemporary gender and racial discrimination and/or religious persecution in attempting to assimilate in American society. The instructor will use short passages and/or various print materials to prompt discussions as well as help students understand and make connections between the material and how this effects being an immigrant in the United States and the challenges they may face.

DE Adaptations for MOI

Lectures include the examination of immigration and its role in the foundation of the United States as well as the challenges of contemporary gender and racial discrimination and/or religious persecution in attempting to assimilate in American society. The instructor will use short passages and/or various print materials to prompt discussions as well as help students understand and make connections between the material and how this effects being an immigrant in the United States and the challenges they may face. Students will access lectures through the CMS and/or accessible video conferencing software. Various print materials will be posted on the CMS as accessible digital handouts. Student will have discussions through CMS features or accessible video conferencing software.

Methods of Evaluation**Method**

Class Work

Integration

Class work which will be evaluated based on the student's ability to construct related sentences on a topic to form a simple paragraph. These topics can anything from the Non-Credit Course Content and include topics such as the U.S. constitution, settler colonialism, major events in history and/or geography.

DE Adaptations for MOE

Class work which will be evaluated based on the student's ability to construct related sentences on a topic to form a simple paragraph. These topics can anything from the Non-Credit Course Content and include topics such as the U.S. constitution, settler

colonialism, major events in history and/or geography. Students will participate in accessible online group activities or discussion boards. Evaluation of student participation in such group activities are done by monitoring the participation of the student in the threaded discussions on the CMS. The level of involvement and quality of responses are used to evaluate these discussions. Rubrics/ clear instructions and feedback will be provided within a timely manner.

Method

Exams/Tests

Integration

Exams and tests, including the standardized state test CASAS, that will evaluate the student's accurate use of previously learned material.

DE Adaptations for MOE

Exams and tests, including the standardized state test CASAS, will evaluate the student's accurate use of previously learned material. Exams and/or tests are submitted via the course management software. There is no requirement for proctored, on-campus attendance for examinations. Feedback is provided via the rubric or gradebook in the CMS within a timely manner of student submission.

Method

Oral Presentation

Integration

Oral presentations will evaluate the student's ability to evaluate the civic responsibility of a US citizen by expressing simple statements and answering questions using previously learned vocabulary and grammar.

DE Adaptations for MOE

Oral presentations will evaluate the student's ability to evaluate the civic responsibility of a US citizen by expressing simple statements and answering questions using previously learned vocabulary and grammar. Oral presentations are delivered by accessible videoconferencing software. Asynchronous video will be submitted via the CMS. Work will be evaluated using rubrics. Instructor feedback will be provided through the CMS within a timely manner.

Assignments**Assignment Type**

Reading

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Formative

Assignment

You will do research of the 3 Branches of Government. In your notes, write down the three government branches and what duties each branch does. Information will be presented to the class orally with or without visual aids such as an accessible presentation software.

How assignment will be adapted in online format

You will do research of the 3 Branches of Government. In your notes, write down the three government branches and what duties each branch does. Information will be presented to the class orally with or without visual aids such as an accessible presentation software. Students will respond to the instructor on the CMS through the discussion board or assignment page. Students will upload accessible pre-recorded videos, or demonstrate the assignment via live video with accessible video conferencing tools. Instructors will provide feedback through one or more CMS features within a week of assignment being submitted.



Assignment Type

Writing

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Summative

Assignment

Citizenship Quiz

This quiz is to determine your understanding of class materials. Write your answer in complete sentences below each question.

1. Name one of the two longest rivers in the United States.
2. What ocean is on the West Coast of the United States?
3. What ocean is on the East Coast of the United States?
4. Name one U.S. Territory
5. Name one state that borders Mexico.
6. What is the capital of the United States?
7. Where is the Statue of Liberty?
8. Why does the flag have 13 stripes?
9. Why does the flag have 50 stars?
10. What is the name of the national anthem?
11. When do we celebrate Independence Day?
12. Name two national U.S. holidays.

How assignment will be adapted in online format

Citizenship Quiz

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10. What is the name of the national anthem?
11. When do we celebrate Independence Day?
12. Name two national U.S. holidays.

Students will respond to questions on the CMS through the discussion board, quiz page, or assignment page. Instructor will provide feedback through one or more CMS features within a week of submission.

Assignment Type

Writing

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Formative

Assignment

Today, we reviewed material about Martin Luther King, Jr. and Civil Rights movement in the United States. Answer the following questions in sentence form. Is there racial discrimination in your country? Why? Between whom?

How assignment will be adapted in online format

Today, we reviewed material about Martin Luther King, Jr. and Civil Rights movement in the United States. Answer the following questions in sentence form. Is there racial discrimination in your country? Why? Between whom? Students will respond to the instructor on the CMS through the discussion board or assignment page. Students will upload accessible pre-recorded videos, or demonstrate the assignment via live video with accessible video conferencing tools. Instructors will provide feedback through one or more CMS features within a week of assignment being submitted.

Course Materials

Textbooks

BE Learning (2021). Citizenship Basics U.S. Citizenship Test Study Guide 100 Civics Questions. BE Learning. ISBN: 979-8472920049
Smullen, Andrew (2021). US Citizenship Test Study Guide 2022 and 2023L Naturalization Exam Naturalization Exam Book for all 100 USCIS Civic Questions. Exampedia. ISBN: 978-1637754214
Hilgeman, Karen; Sherman, Kristin; Roderman, Winifred Ho; Cooper, Jennifer (2009). Citizenship Now! McGraw Hill. ISBN: 978-0-07-719482-8

Class Size Information

Class Size

30

Class Size Category

D - Individualized instruction/group learning/student presentations 30

Diversity and Inclusion

Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.

This course allows students to achieve gains in English Language proficiency and Civics awareness and knowledge by not only allowing students to learn the English language, but acquire the knowledge and skills necessary to function effectively within American society and gain citizenship. Many immigrants who arrive in this country speak little English and are confronted with a culture that is very different from the one they left behind. Instructor will provide an environment that will honor each group's unique culture and history while assisting the students in learning how immigration and its role in the United States has shaped it today. The course content has been revised to create opportunities for students from a variety of backgrounds to become U.S. citizens, while also acknowledging and honoring their unique culture.

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

In this course, assignments will allow students the opportunity to evaluate their own cognitive, emotional and behavioral processes and reflect on their personal experiences and values derived from their cultural background. Students will be able to learn about American History and compare and contrast these events to similar experiences in their home country. During instruction the instructor will accommodate to various learning styles by presenting information in different ways for visual, aural, and verbal learning styles. Instructors will also create small group dynamics as a means of instruction or assessment to accommodate language barriers for students with limited English proficiency and provide additional support as needed. The course content will be provided to each student as well as supplemental materials to the lesson plans to encourage student engagement. These supplemental materials may range from visual aids such as illustrations and maps to additional reading material to help explain course content in a different way. Through interactions with students, instructors will create appropriate opportunities for each student to learn. Students will be encouraged to ask questions, bring a dictionary and have group discussions to help build and understand course material.

Interactions

Explain how the course will incorporate student-to-student interaction.

Students will engage in small group dynamics of various activities in person and/or using CMS tools and accessible video conferencing software to engage in student-to-student discussions. Students can demonstrate their ability to initiate and maintain simple conversations, which can be used during the process to become a U.S. citizen.

Explain how the course will incorporate instructor-to-student interaction.

The instructor will create opportunities for instructor-to-student interactions for both in class learning and using CMS tools and/or accessible video conferencing software. The learning environment will be positive and create a sense of community within the class. The instructor will be actively present with students and provide materials to add to the students understanding of civic responsibility of being a U.S. citizen. Examples of these interactions include: participating in discussions in class and/or through CMS tools regarding the interactions between the colonists and the Native American, sending announcements to offer additional support or supplemental materials and/or offering lectures in person or through accessible audio-visual CMS tools for various learning styles. Instructors can also provide feedback in the moment on in class activities and presentations. For online submissions, instructors can provide feedback through CMS tools within a week to clarify concepts or confirm concepts are represented correctly in submissions.

Explain how the course will incorporate student-to-content interaction.

This course will incorporate student-to-content interactions through exercises, assignments, presentations, and discussions to allow students to apply their learning and practice their mastery and confidence in preparing to complete the U.S. citizenship process. Students will use a range of media in class, CMS tools and use accessible video conferencing software to enhance learning which includes reading texts, role play, games, watching videos and/or handouts. An example of this would be a handout stating the Oath of Allegiance and providing a translation in simple English next to it, to help English learners understand the content. Students will have access to course content, materials and supplemental resources to encourage student engagement.

Explain how the course will incorporate student-to-self interaction (metacognitive).

Student will have to use metacognitive strategies to use independent thinking skills to consciously monitor and reflect on what they have learned. Students will be able to monitor their confidence with answering personal information questions, follow simple directions, and employ strategies to clarify information provided in person or by phone.

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