

THE UNIVERSITY OF TEXAS AT EL PASO

COLLEGE OF LIBERAL ARTS

DEPARTMENT OF CRIMINAL JUSTICE

A Welcome Note from Your Professor

I have been expecting you. And now that you are here, my goal is to introduce and/or add value to your understanding and appreciation of immigration law as criminal law and/or administrative law. Each of you will have a unique experience of achieving cognitive levels of learning as you remember, understand, apply, analyze, evaluate, and create what you learn. Learners will be exposed to dialectical and open thinking. Read below to see how to commence this class and what you will be doing throughout the course of this class.

Course #: **CJ 4311:** Immigration Law and Administration (3-0) This course presents an examination of federal regulations pertaining to legal and illegal immigration into the United States. Among the topics discussed are legalization, employer sanctions, amnesty, and constitutional rights of immigrants.

COIL Designated Section: This course is also a Collaborative Online International Learning enhanced class, [see infra](#); [see Addendum](#).

Note about UTEP Edge: UTEP Edge is a framework that aims to develop student assets through High-Impact Practices (HIP), or Edge Experiences. Ranging from research and civic engagement to study abroad and student employment, Edge Experiences increase confidence, enhance personal and professional skills, and equip students with a competitive advantage when they graduate and enter the workforce or pursue a graduate degree.

Students in this class will be exposed to and engage in various class activities allowing students to possess Edge Advantages (communication, confidence, critical thinking, entrepreneurship, global awareness, leadership, problem-solving, social responsibility, and teamwork). This course is designed with UTEP Edge in mind. In our class, you will engage in creative activities during each class that involve critical thinking, applying knowledge to new situations, and solving complex problems. You will leave this course confident in your knowledge of immigration law and administration, with enhanced communication skills, leadership and teamwork experience, and a greater global awareness regarding the problem of immigration law and how it is responded to by individuals, groups, and the larger society.

Course Description: Immigration Law and Administration: This course provides an examination of federal regulations pertaining to legal and illegal immigration into the United States. Among the topics discussed are immigration terminology, pathways to permanent resident status, the United States Constitution, legalization, employer sanctions, amnesty, constitutional rights of immigrants, and particular topics in immigration law and policy.

Course Title: Immigration Law and Administration

Course CRN: 26519

Term: SPRING 2023

Course Meeting Time: Monday and Wednesday 12:00 pm – 1:20 pm

Location: EDUC 112

Instructor: Luis A. Arias, BA, JD

Office Location: EDUC 111

Contact Info: Phone # 915.747.7943

larias2@utep.edu

Fax # 915.747.5751

Emergency Contact # (only if important and urgent) 915.218.8103

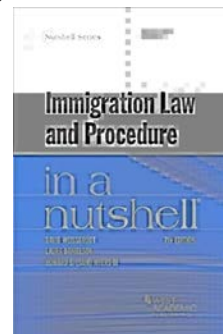
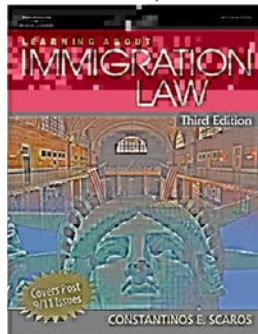
Course Communication: How we will stay in contact with each other: Because this class may be held to comply with COVID-19 restrictions, we may not see each other in the ways you may be accustomed: during class time, small group meetings, and office hours. However, there are several ways we can keep the communication channels open:

- **Office Hours:** We may be able to meet on campus, and I will have office hours for your questions and comments about the course. My office hours will be held at EDUC 111, on Blackboard (BB) Zoom Virtual Office Hours, and MS Teams during the following times:
 - 3:00 pm – 5:00 pm on MW at EDUC 111 and on Friday via MS Teams or BB/Zoom, by appointment and UTEP webmail. Note: Friday appointments are Virtual/Online Office Hours.
- **Email:** UTEP e-mail is the **best** way to contact me. I will make every attempt to respond to your e-mail within 24-48 hours of receipt. When e-mailing me, be sure to email from your UTEP learners account and please put the course number in the subject line. In the body of your e-mail, clearly state your question. At the end of your e-mail, be sure to put your first and last name and your university identification number.

- **Discussion Board:** If you have a question that you believe other learners may also have, please post it in the Help Board of the discussion boards inside of BB. Please respond to other learners' questions if you have a helpful response.
- **Announcements:** Check both F2F and/or BB announcements frequently for any updates, deadlines, or other important messages.



Textbook(s), Materials: Required: Scaros, Constantinos E., *Learning About Immigration Law*, 3rd Edition, Delmar Cengage Learning, 2007, ISBN: 13:978-1-4180-3259-3; ISBN: 10: 1-4180-3259-X; and Weissbrodt, David, Laura Danielson, Howard S. Myers III, *Immigration Law and Procedure in a Nutshell*, 7th edition; ISBN: 978-1-68328-898-5;



Available at UTEP Bookstore.

Suggested: Internet and current news articles

Course Objectives

(Learning Outcomes): During the class, the learners will be able to identify, understand, articulate, apply, and evaluate the following concepts and/or models:

- Overview of American Immigration Law;
- History of US Immigration Law and Policy;
- Source and Scope of the Federal Power to Regulate Immigration and Naturalization;
- Nonimmigrants;
- Immigrants;
- Lawful Permanent Residents;
- American Citizenship;
- Inadmissibility and Removal;
- Refugees and Asylum;

j) Specific Topics

COIL Designated Section: This course is unique in that for four weeks we will study with Professor Julieta Becerril Romero, Universidad Anahuac (UA), Ciudad de Mexico, and her students in *Human and Fundamental Rights*. Professor Becerril is a scholar whose academic area is social science. Professor Becerril teaches courses in human and fundamental rights, international public law, and human rights protection systems. Professor Becerril and Professor Arias are part of the Collaborative Online International Learning (COIL) initiative at UA and UTEP. See COIL Syllabus Addendum.

This course will allow the interaction and exchange of critical thinking, knowledge, and experiences between United States and Mexican students through specific synchronous and asynchronous activities and tasks. Both students from Mexico and the United States will assess United States Immigration Law from a national and international perspective, and vice versa. The course will encourage intercultural learning and help develop an understanding of immigration law, human and fundamental rights in diverse cultural contexts between these two nations and student groups.

Edge Advantages you will strengthen: Communication, Confidence, Critical Thinking, Global Awareness, Leadership, Problem Solving, Social Responsibility, Teamwork

Course Activities/Assignments: Textbook chapter readings and lectures, outside readings, group discussions, and analytical oral presentations and/or papers as required by the Professor. *

Assessment of Course Objectives: Learners will be required to read all course materials assigned by the Professor and complete all individual and group activities as assigned. The course will be divided into a number a clusters or units together with sub-topics, which collectively comprise the subjects. Upon completion of the clusters or units, the learners will be able to complete the objectives with a thorough comprehension, explanation, discussion, and application thereof. The learners will be administered objective and/or subjective examinations during the class to assess the learners' understanding of the subject matter/course material.

1. Learners will be administered approximately eight written tests to measure their understanding of the course content. The examinations will be administered and proportionally spaced out throughout the semester. Examinations will be graded based on class lectures, group discussions, assigned readings from the textbook(s), and/or outside readings. Written objective and/or subjective (essay) tests are valued at 100 points each. All objective examinations may be administered on BB. Learners are required to download and install Respondus Lockdown Browser for examinations. (Blue Books are required for essay tests, and a scantron is required for each objective test. It is the learners' responsibility to purchase both items; optional by instructor).

Any extra credit assignments are at the instructor's discretion.

2. Learners will be assigned and work in small groups of no more than five learners and present, in a professionally dressed manner, a 20 - 30 minutes Power Point presentation which will be graded. Each member of the team will be graded solely based on a group grade. Each learner from the group is expected to contribute his/her portion of the presentation. See infra and BB for more information on the format and evaluation criteria of the presentation.

Edge Advantages you will strengthen: Communication, Confidence, Critical Thinking, Global awareness, Leadership, Problem Solving, Social Responsibility, Teamwork

3. At the instructor's discretion, learners may be required to submit research and/or analysis paper(s). The instructor will provide report requirements during the class. Deductions will be made for each error: not following directions, proofreading, formatting, typographical problems including incorrect text, etc. A numeric grade will be assigned.

Edge Advantages you will strengthen: Communication, Confidence, Critical Thinking, Global Awareness, Leadership, Problem Solving, Social Responsibility, Teamwork

4. Any learner who has an "A" average going into the final examination will not be required to sit for the final examination and will receive an "A" for the course. (Optional by instructor).

5. Any extra credit assignments are at the instructor's discretion.

Technology Requirements: Course content is delivered via the Internet through the BB learning management system. Ensure your UTEP e-mail account is working and that you have access to the Web and a stable web browser. Google Chrome and Mozilla Firefox are the best browsers for BB; other browsers may cause complications. When having technical difficulties, update your browser, clear your cache, or try switching to another browser.

You will need to have access to a computer/laptop, scanner, a webcam, and a microphone. You will need to download or update the following software: Microsoft Office, Adobe Acrobat Reader, Windows Media Player, QuickTime, and Java. Check that your computer hardware and software are up-to-date and able to access all parts of the course.

If you do not have a word-processing software, you can download Word and other Microsoft Office programs (including Excel, PowerPoint, Outlook and more) for free via

UTEP's Microsoft Office Portal. Click the following link for more information about [Microsoft Office 365](#) and follow the instructions.

IMPORTANT: If you encounter technical difficulties beyond your scope of troubleshooting, please contact the UTEP [Help Desk at 747-4357](#) as they are trained specifically in assisting with technological needs of learners. Please do not contact me for this type of assistance. The Help Desk is much better equipped than I am to assist you!

Note: In the Center for Instructional Design (CID) website, learners can find the [Blackboard Student Orientation](#). **The purpose of this orientation is to help learners navigate a course in Blackboard.**

Netiquette: the correct or acceptable way of communicating on the Internet

- Always consider audience. Remember that members of the class and the instructor will be reading any postings.
- Respect and courtesy must be always provided to classmates and to instructor. No harassment or inappropriate postings will be tolerated.
- When reacting to someone else's message, address the ideas, not the person. Post only what anyone would comfortably state in a F2F situation.
- BB is not a public internet venue; all postings to it should be considered private and confidential. Whatever is posted on in these online spaces is intended for classmates and professor only. Please do not copy documents and paste them to a publicly accessible website, blog, or other space. If learners wish to do so, they have the ethical obligation to first request the permission of the writer(s).

Criteria for PowerPoint Presentation: The group Power Point presentation is an activity that is both a learning and teaching methodology which exemplifies and achieves the highest level of learners learning: teaching others. The Power Point presentations will be in the following format and respond to the identified criteria heretofore.

- ✓ Comprehension and response to article (Thinking/ Inquiry)
- ✓ Summary for Article (Knowledge/ Understanding); Summarize the main ideas and facts in the article.
- ✓ Presentation (Communication)
- ✓ Conclusions (Application) Provide personalized comments pertaining to the article and how it relates to the course material.

Criteria to be utilized for the Power Point Presentation:

- ✓ Comprehension and response to article (Thinking/ Inquiry): Learners evidenced clear comprehension of the article and articulated a thoughtful response.
- ✓ Summary for Article (Knowledge/ Understanding) Summarize the main ideas and facts in the article. All main ideas and facts from the article are included. Summary is presented in objective view and referencing to the article is provided. Author and source are named.

- ✓ Presentation (Communication) Learners engaged audience in presentation and highlighted main points of article.
- ✓ Conclusions (Application) Provide personalized comments pertaining to the article and how it relates to the course material. Personalized comments are clearly stated. Learners clearly demonstrates a strong working knowledge of class material relative to the article. References are made to the course materials.

Grading Criteria for Power Point Presentation: in addition to the above, learners will be evaluated on the following presentation criteria:

- ✓ *Relaxation:* Presenters appeared relaxed and in control. Body language and voice communicated a sense of confidence.
- ✓ *Delivery:* The delivery approach was organized and easy to follow. The presentation was clear and targeted. The presenters' voice was clear and sufficiently loud.
- ✓ *Eye Contact:* The presenters maintained eye contact with all members of the audience. I felt the presenter was frequently speaking directly to me.
- ✓ *Visuals:* The presenters included sufficient and appropriate visual materials to help me understand the content. Visuals were to the point, easy to see, and helped clarify the material presented.
- ✓ *Overall Presentation:* The presenters provided a clear and crisp presentation covering the required format/criterion as delineated in the class syllabus.

Writing Center: The University Writing Center (UWC) is in the Library, Room 227. It is a suitable place to receive help with editing your written papers and with APA style assistance. The UWC is open Monday – Thursday 9:00 am – 5:00 pm, Friday 9:00 am 2:00 pm, and Sundays 12:00 – 5:00 pm. Appointments are recommended before the deadline, but the UWC will take walk-ins. The UWC telephone number and email address are 747-5112 and uwc@utep.edu.

Grading Policy: All grading is at the professor's discretion and based on traditional academic guidelines:

90- Above - A
 80- 89 - B
 70-79 - C
 60 - 69 - D
 59 – Below- F

- All class assignments are due when scheduled
- Late submissions will result in grade reduction.
- All written assignments must be submitted in APA format and/or as

- directed by the Professor without exception.
- Any approved rewrites must be accompanied with the original document.
 - There will be eight class examinations, see supra and infra.
 - Learners will be evaluated over all assigned textbook (s) reading assignments, outside reading assignments, class lectures, and/or group assignments.
 - All examinations must be taken on the date and beginning/end times scheduled. There are no make-up examinations, and the learners will receive a score of “0” for any missed examinations. There will be no leaving the room when test begins (optional by instructor).

Attendance and Participation Policy: F2F class attendance and examination attendance are mandatory. Learners are expected to be in class and be on time. Learners who miss class are responsible for contacting fellow classmates to obtain notes. Students are allowed no more than three excused absences during the class semester (see infra). I will not allow learners to borrow my notes, and I do not give repeat performances of my lectures. This also goes for learners arriving late to class or leaving early. **Note:** I may or may not post my PowerPoints on BB.

Students are expected to attend class and actively participate in all aspects of the learning process. This includes class discussions, written work, and in-class activities. National and local studies have shown a direct correlation between attendance and grade performance. Therefore, attendance is considered mandatory.

Students who miss more than 10% of the regularly scheduled class meetings due to unexcused absences are subject to failing the course, being penalized, and/or being dropped from the course, see infra. Students enrolled in MW or TR sections (Fall and Spring semesters and/or Summer sessions Monday – Friday) may not exceed three unexcused absences for the semester.

For the purposes of this course, "excused absences" include verifiable medical or family emergencies, University approved activities (accompanied by a university excuse), illness (yours or a family member's), and other absences as outlined in the University's Academic Catalog "Attendance and Grading" policies and regulations. Students should be prepared to document the reasons for the absence. Students whose absences are not excused will not normally be allowed to make up tests, quizzes, and/or assignments. Students who anticipate having a high number of excused absences should contact their instructor as soon as the situation arises so that they can decide how to manage missed class time.

Attendance using Class Quick Response Codes (QR Codes): Attendance will be taken at each class meeting using class QR codes scanned with a smartphone or any electronic device. When you enter class, simply hold your smartphone, laptop, or electronic device against the QR code.

Drop Policy: The course drop policy for this course is the same as the official policy for the University of Texas at El Paso. The policy is set out in the University catalog. The instructor also has discretion in this matter and has the right to **drop** a learner from the course if the learner has **excessive unexcused absences** or is continuously late to class, see infra. A learner will not be allowed more than three (3) unexcused absences during the semester. If a learner accumulates more than three (3) unexcused absences, the instructor has the right to drop the learners from the course. Please refer to UTEP Drop Policy:

http://engineering.utep.edu/plaza/AcademicForms/Course_Drop_Form_aftercensusday.pdf; and

http://utepconnect.utep.edu/images/docs/accepted_students/learning_online/Know_University_Policy.pdf.

If unforeseen circumstances happen where a drop is necessary, *learners* are responsible for initiating any course drop. It is the learner's responsibility to determine how dropping courses may affect financial aid. **Learners are limited to dropping no more than six courses over their entire academic career of all courses taken at any public college or University in Texas.**

- a) Learners who drop a course within the first 2 weeks *before the "official census date,"* the course will not appear on the transcript, and does not count toward the 6-course drop limit. **Note:** The Census date is February 1, 2023.
- b) Dropping a course *after the official census date, but before the "course drop date"* will generate a "W" in the course—although the drop shows on your transcript, a "W" does not lower your GPA. However, this type of drop counts against your 6-drop limit. **Note:** The course drop deadline is March 30, 2023.
- c) If the course is dropped *after the "course drop date"* or if the learners just stop coming/taking tests, etc., UTEP requires the instructor to issue an "F" in the course that permanently remains on the transcript. This type of drop counts against the 6-drop limit.
- d) UTEP also allows instructors to administratively drop any learners because of excessive absences, lack of effort, or disciplinary reasons. In this case, the learners will be notified of the course drop through their UTEP email account. A "W" will be issued if the drop occurs before the course drop date, and an "F" will be issued if a learner is administratively dropped for disciplinary reasons or after the course drop date. This type of drop counts against the 6-drop limit.
- e) If circumstances occur where a learners must miss an excessive number of classes and/or is unable to submit multiple assignments (e.g., learners' medical reasons, medical conditions of a family member, death of a family member, active military service), they should first discuss the possibility of withdrawal from all classes with their academic advisor. If a learner withdraws completely from all classes,

kindly notify Professor Arias at: larias2@utep.edu. Complete withdrawals from all classes in the same semester do not count against the 6-drop limit.

Academic/Scholastic Integrity: Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another learners, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another as ones' own. Collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP learners is unacceptable and will not be tolerated. All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the Office of Student Conduct and Conflict Resolution (OSCCR) for possible disciplinary action. To learn more HOOP: Student Conduct and Discipline.

The Professor takes cases of alleged academic dishonesty seriously. For learners who are found to have engaged in any form of academic dishonesty, sanctions may include a failing grade on the assignment or exam in question, a failing grade in the course, suspension, or dismissal from the University. See <http://www.utep.edu/dos>

Violations will be referred to the Dean of Students Office for possible disciplinary action. For learners who are found to have engaged in any form of academic dishonesty, sanctions may include a failing grade on the assignment or examination in question, a failing grade in the course, suspension, or dismissal from the University.

Civility Statement: The Professor will endeavor to provide a classroom environment appropriate for academic knowledge, discourse, and debate. For this to occur, each learner must be prepared with all the reading assignments and participate actively in class. We will respect what others should say and avoid insults, interruptions, and disrespect. We will avoid becoming politically charged when discussing sensitive topics.

Cell Phones will be turned off or set to vibrate during class. As a matter of courtesy and classroom policy, learners must leave the classroom when accepting incoming calls.

Laptop and recording devices are permitted in classroom to facilitate note taking. No other computer use is approved during class time, to include, emailing and game playing. Using a laptop in the classroom is a privilege, which can be revoked by the instructor. **The use of smart and cell phones, smart watches, and laptops is NOT permitted during examinations.** Learners are not permitted to use headphones during class and examinations. Learners will not be allowed to leave the classroom during F2F or BB examinations.

Diversity Statement: We all come to the table with differing experiences and viewpoints, which means that we have so much to learn from each other! To get the most out of this opportunity, it is important that we do not shy away from differences. Rather, we should show respect for differences by seeking to understand, asking questions, clarifying our

understanding, and/or respectfully explaining our own perspective. This way, everybody comes away with new perspectives on the issue and respecting others with different values or beliefs. If someone says something that bothers you for any reason, assume that your peer did not mean to be offensive and ask your peer to clarify what he or she meant. Then explain the impact it had on you. If your classmates tell you that something you said or wrote bothered them, assume that they are not attacking you, but that they are sharing something that might be important for you to know.

Student Resources: UTEP provides a variety of learner services and support:

- [UTEP Library](#): Access a wide range of resources including online full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled learners.
- [Help Desk](#): Learners experiencing technological challenges (email, BB, software, etc.) can submit a ticket to the UTEP Helpdesk for assistance. Contact the Helpdesk via phone, email, chat, website, or in person if on campus.
- [University Writing Center \(UWC\)](#): Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources.
- [Math Tutoring Center \(MaRCS\)](#): Ask a tutor for help and explore other available math resources.
- [History Tutoring Center \(HTC\)](#): Receive assistance with writing history papers, get help from a tutor and explore other history resources.
- [Military Student Success Center](#): UTEP welcomes military-affiliated learners to its degree programs, and the Military Student Success Center and its dedicated staff (many of whom are veterans and learners themselves) are here to help personnel in any branch of service to reach their educational goals.
- [RefWorks](#): A bibliographic citation tool; check out the RefWorks tutorial and Fact Sheet and Quick-Start Guide.

Disability Statement: If a learner has or suspects he/she has a disability and needs an accommodation, he/she should contact the Center for Accommodations and Support Services (CASS) at 747-5148 or at cass@utep.edu or go to Room 106 Union East Building. The learners are responsible for presenting to the instructor any DSS accommodation letters and instructions.

Accommodations Policy: The University is committed to providing reasonable accommodations and auxiliary services to learners, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services and activities with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University. Learners requesting an accommodation based on a disability must register with the [UTEP Center for Accommodations and Support Services](#) (CASS). Contact the Center for Accommodations and Support Services

at 915-747-5148, or email them at cass@utep.edu, or apply for accommodations online via the [CASS portal](#).

COVID-19 Accommodations: Learners are not permitted on campus when they have a positive COVID-19 test, exposure, or symptoms. If you are not permitted on campus, you should contact me as soon as possible so we can arrange necessary and appropriate accommodations. Learners who are considered high risk according to CDC guidelines and/or those who live with individuals who are considered high risk may contact [Center for Accommodations and Support Services](#) (CASS) to discuss temporary accommodations for on-campus courses and activities. Learners are advised to minimize the number of encounters with others to avoid infection.

COVID-19 Precautions: Please stay home if you have been diagnosed with COVID-19 or are experiencing COVID-19 symptoms. If you are feeling unwell, please let me know as soon as possible, so that we can work on appropriate accommodations. If you have tested positive for COVID-19, you are encouraged to report your results to covidaction@utep.edu, so that the Dean of Students Office can provide you with support and help with communication with your professors. The Student Health Center is equipped to provide COVID 19 testing.

You must STAY AT HOME and REPORT if you (1) have been diagnosed with COVID-19, (2) are experiencing COVID-19 symptoms, or (3) have had recent contact with a person who has received a positive coronavirus test. Reports should be made at screening.utep.edu. If you know of anyone who should report any of these three criteria, you should encourage them to report. If the individual cannot report, you can report on their behalf by sending an email to COVIDaction@utep.edu. For each day that you attend campus—for any reason—you must complete the questions on the UTEP screening website (screening.utep.edu) prior to arriving on campus. The website will verify if you are permitted to come to campus. Under no circumstances should anyone come to class when feeling ill or exhibiting any of the known COVID-19 symptoms.

“The CDC is recommending that people wear masks when inside public spaces where the spread of the virus is “substantial” or “high.”

If you still need the vaccine, it is widely available in the El Paso area, and will be available at no charge on campus during the first week of classes. For more information about the current rates, testing, and vaccinations, please visit epstrong.org

Military Statement: If you are a military learner with the potential of being called to military service and/or training during the semester, you are encouraged to contact Professor Arias immediately.

Blackboard Requirement*: We will be using BB during the semester. Make certain you become familiar with the program. Outside textbook reading assignments and/or examinations may be placed on BB. You can access BB from any campus

computer or from your home. Please consult the UTEP system or see me if you need instructions on how to use BB. Each learner is required to have a working email address.

Course Calendar/Assignments/Spring 2023. Please Note: The Professor reserves the right to make any necessary and appropriate changes to the course and/or syllabus. Learners should attend class to stay informed of any changes.

Weekly Calendar (SUBJECT TO CHANGE)

	Topic	Readings Due	Assignments Due	Notes
Week 1 1/16/23 & 1/18	1/16/2023 University Holiday- Martin Luther King Day; Class introduction; syllabus; <i>US</i> <i>Immigration: The</i> <i>Moral and Legal</i> <i>Dilemma;</i> Readings: Immigration Law and Policy, Scaros; Chapter 1; The History of US Immigration, Source & Scope of Federal Power & Administrative Structure of Immigration Law, Chapters 1-3 Weissbrodt, Web Lectures.	Review syllabus; Review Chapter 1 of Scaros book and Chapters 1-3 Weiss; Review Week 1 PowerPoint slides on Blackboard (Bb); NOTE: Chapter tests may or may not be administered on BB on Fridays	Discussion Board; Reflect and Reply to What would you do? re: Immigration Law issues presented in class; due to Bb close of 8/28	*Learners will be grouped for collaborative assignments (articles studies and presentations; immigration law dilemmas; peer reviews).
Week 2 1/23 & 1/25	Chapter 1 Test; Chapter 2: Nonimmigrants, Scaros and Chapter 6-7 Weissbrodt Web Lectures	Review Chapter 2, Scaros and Chs 6-7 Weiss; Review Week 2 PowerPoint slides on (Bb)		*Learners grouped for collaborative assignments (article studies & presentations; immigration law dilemmas; peer reviews). *Learners evaluated weekly on chapter readings

Week 3 1/30 & 2/1	Chapter 2 Test; Chapter 3: Immigrants: Relative -Based, Scaros; Chapter 5 Weissbrodt; Web Lectures	Review Chapter 3, Scaros; and Review Ch 5 Weiss; and Review Week 3 PowerPoint slides on (Bb)		
Week 4 2/6 & 2/8	Chapter 3 Test; Chapter 4: Immigrants: Employment-Based, Scaros; Chapter 5 Weissbrodt; Web Lectures	Review Chapter 4, Scaros; Review Ch 5 Weiss; and Review Week 4 PowerPoint slides on (Bb)		
Week 5 2/13 & 2/15	Chapter 4 Test; Chapter 5: Other Types of LPR Status, Scaros; Web Lectures	Review Chapter 5, Scaros; and Review Week 5 PowerPoint slides on (Bb)		
Week 6 2/20 & 2/22	Chapter 5 Test; Chapter 6 American Citizenship, Scaros; Chapter 12 Weissbrodt	Review Chapter 6, Scaros; Review Ch 12 Weiss; and Review Week 6 PowerPoint slides on (Bb)		
Week 7 2/27 & 3/1	Chapter 6 Test; Chapter 7: Inadmissibility and Removal, Scaros; Chapters 8 and 9 Weissbrodt; Web Lectures	Review Chapter 7 Scaros; Review Ch 8 & 9 Weiss; and Review Week 7 PowerPoint slides on (Bb)		
Week 8 3/6 & 3/8	Chapter 7 Test; Chapter 8: Refugees and Asylum, Scaros; Chapter 10 Weissbrodt; Web Lectures	Review Chapter 8, Scaros; Review Ch 10, Weiss; and Review Week 8 PowerPoint slides on (Bb)		SPRING BREAK: 03/13- 17/2023

Week 9 3/20 & 3/22	<i>Chapter 8: Refugees and Asylum, Scaros; Chapter 10 Weissbrodt, if necessary;</i> Learners' Presentations, Instructions, Discussion & Preparation	Learners' Presentations Instructions, Discussion, and Preparation; Week 1 of COIL on Saturday, March 25, 2023	Submit PPT Presentation for Faculty Review/ Comment (optional); Final printed PPT due Professor @ date/time before presentation	
Week 10 3/27 & 3/29	Article Analysis and Presentations: Group A and Group B on 03/27 or Group A on 03/27 and Group B on 03/29; all other presentations to follow this calendar pattern	Non-presenter learners review 2 assigned articles/week; due to DB 03/26*; Week 2 of COIL	Group Alpha Analyses and Presentation; Group Bravo Analyses and Presentation;	Discussion Board Reaction from non-presenters or balance of class: Mandatory*
Week 11 4/3 & 4/5	Article Analysis and Presentations: Group C and Group D on 04/03 or Group C on 04/03 and Group D on 04/05; all other presentations to follow this calendar pattern	Non-presenter learners review 2 assigned articles/week; due to DB 04/02*;	Group Charlie Analyses and Presentation; Group Delta Analyses and Presentation;	Discussion Board Reaction from non-presenters or balance of class: Mandatory*
Week 12 4/10 & 4/12	Article Analysis and Presentations: Group E and Group F on 04/10 or Group E on 04/10 and Group F on 04/12; all other presentations to follow this calendar pattern	Non-presenter learners review 2 assigned articles/week; due to DB 04/09*; Week 3 of COIL;	Group Echo Analyses and Presentation; Group Foxtrot Analyses and Presentation;	Discussion Board Reaction from non-presenters or balance of class: Mandatory*
Week 13 4/17 & 4/19	Article Analysis and Presentations: Group G and Group H on 04/17 or Group G on 04/17 and Group H on 04/19; all other presentations to follow this calendar pattern	Non-presenter learners review 2 assigned articles/week; due to DB 04/16* Week 3 of COIL	Group Golf Analyses and Presentation; Group Hotel Analyses and Presentation;	Discussion Board Reaction from non-presenters or balance of class: Mandatory*

Week 14 4/24 & 4/26	Article Analysis and Presentations: Group I and Group J on 04/24 or Group I on 04/24 and Group J on 04/26; all other presentations to follow this calendar pattern	Non-presenter learners review 2 assigned articles/week; due to DB 04/23* Week 4 of COIL	Group India Analyses and Presentation; Group Juliet Analyses and Presentation;	Discussion Board Reaction from non-presenters or balance of class: Mandatory*
Week 15 5/1 & 5/3	Debrief by Professor; Review for Chapter 8 or Comprehensive Final Exam on 05/12; "A" student's announcement (optional)			
Week16 5/12/2023	Final: Friday May 12, 2023, 1:00 pm – 3:45 pm			

Addendum for COIL: Abridged/Calendar: Refer to Blackboard folder titled COIL for COIL Activities, Group Designations, Project, and Deadlines.

DATE	ACTIVITY	DEADLINE
March 25, 2023	Video presentation of COIL and COIL schedule; Ice Breaker on COIL experience- presentation on PADLET	Week 1 of COIL on Saturday, March 25, 2023
April 1, 2023	COIL: perform readings, watch video, and begin construction of the collaborative document in ONE DRIVE; class group assignments will be identified	Week 2 of COIL on Saturday, April 1, 2023, as needed
April 15 and April 22, 2023	Collaborative activity, students investigate and work on the integration of the proposal and presentation	Week 3 of COIL on Saturday, April 22, 2023, as needed
April 29, 2023	Papers due; final presentation; the activity does not count as partial grade rather as part of final grade	Week 4 of COIL on Saturday, April 29, 2023.