<https://mchammaz88.wixsite.com/immigrationandyou>

Common Good Project

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The Rhetorical Situation of Your Common Good Project

1. Topic: Immigration in America
2. Audience: aimed towards students and young adults
   1. We plan to construct the audience through the presentation of statistics and facts regarding immigration.
   2. Meant to change attitudes/beliefs towards immigration and raising awareness among young adults. Hoping to change the negative stereotypes towards immigration based on facts.
3. The project will create audience agency by linking immigration to everyday life, and encouraging the audience to immerse themselves in the culture created by immigration
   1. By using identification in order to relate to our audience but to attempt to alter their perceptions of immigration in America today.
   2. We plan to appeal to pathos to give real life stories of experiences with immigration (good & bad)
4. Message/Argument: Draw conclusions: Research
5. Context: Background: History: Research : https://www.eduplace.com/ss/socsci/books/content/ilessons/52/ils\_gr5c\_u4\_c08\_l2.pdf

Public/Counter Publics

1. Immigration
   1. Inform fellow constituents about immigration and its effects on local government or local businesses. Begin a conversation over social media and through local/state representation about the actual impact immigrant have on Americans lives. Inspire petitions to change or revise outdated/unjust immigration law (See 1996 Laws).
   2. Inspire and inform at an individual level, allow a group concern to grow about how immigration is treated and the effects it has on the immigrants themselves. Create a collective action through social media and proposal legislation or a plea for certain legislative action.

Sources:

<https://www.migrationpolicy.org/article/refugees-and-asylees-united-states>

<https://www.colorlines.com/content/how-long-do-immigrant-families-wait-line-sometimes-decades>

<https://www.nilc.org/issues/immigration-reform-and-executive-actions/dreamact/dream-act-2017-summary-and-faq/>

For the link on the brochure about becoming a naturalized citizen:

“Becoming a U.S. Citizen: An Overview of the Naturalization Process.” *USCIS*, [www.uscis.gov/citizenship/learners/study-test/study-materials-civics-test/becoming-us-citizen-overview-naturalization-process](http://www.uscis.gov/citizenship/learners/study-test/study-materials-civics-test/becoming-us-citizen-overview-naturalization-process).

For the link on the brochure that explains citizenship and what their rights and responsibilities are.

“Citizenship Rights and Responsibilities.” *USCIS*, [www.uscis.gov/citizenship/learners/citizenship-rights-and-responsibilities](http://www.uscis.gov/citizenship/learners/citizenship-rights-and-responsibilities).

Clark, Stephen. “DREAM Act Would Cost Taxpayers $6.2 Billion Per Year, Group Says.” *Fox News*, FOX News Network, 2 Dec. 2010, [www.foxnews.com/politics/2010/12/02/dream-act-cost-taxpayers-billion-year-group-says.html](http://www.foxnews.com/politics/2010/12/02/dream-act-cost-taxpayers-billion-year-group-says.html).

For the link on the brochure about explaining in depth the prices and what might affect their citizenship.

“How Much Does It Cost to Apply for US Citizenship?” *US Immigration Blog RSS*, [www.us-immigration.com/blog/videos/how-much-does-it-cost-to-apply-for-us-citizenship/](http://www.us-immigration.com/blog/videos/how-much-does-it-cost-to-apply-for-us-citizenship/)

“Immigration.” *Politics.co.uk*, 10 July 2012, [www.politics.co.uk/reference/immigration](http://www.politics.co.uk/reference/immigration).

Kallick, D., D. (2010). Immigrant small business owners. Fiscal Policy Institute.

Ortega, Francesc, et al. “The Economic Benefits of Passing the Dream Act.”

*Center for American Progress*, 18 Sept. 2017, 11:59, [www.americanprogress.org/issues/immigration/reports/2017/09/18/439134/economic-benefits-passing-dream-act/](http://www.americanprogress.org/issues/immigration/reports/2017/09/18/439134/economic-benefits-passing-dream-act/).

Peri, G., (2012). The effect of immigration on productivity: evidence from U.S. states, The National Bureau of Economic Research. MIT Press, 94(1), 348-358.

Peri, G., & Sparber, C. (2009). Task specialization, immigration, and wages. American Economic Journal: Applied Economics, 1(3), 135-169. Retrieved from <http://www.jstor.org.proxy.longwood.edu/stable/25760175>

Student, Former. “After the End of DACA, Supporters and Dissenters Look to DREAM Act.” *Cronkite News - Arizona PBS*, Cronkite News - Arizona PBS, 14 Sept. 2017, cronkitenews.azpbs.org/2017/09/14/after-daca-supporters-dissenters-look-to-dream-act/

United States, Congress, *10 Steps to Naturalization: Understanding the Process of Becoming a U.S. Citizen*, 2017, pp. 1–15. <https://www.uscis.gov/sites/default/files/USCIS/files/M-1051.pdf>

United States, Congress, *Welcome to the United States: A Guide for New Immigrants*, pp. 1–116. <https://www.uscis.gov/sites/default/files/files/nativedocuments/M-618.pdf>

United States, Congress, “Who Is Eligible for Naturalization.” *Who Is Eligible for Naturalization*, pp. 1–13. <https://www.uscis.gov/sites/default/files/files/article/chapter4.pdf>

“What Is Illegal Immigration? - Illegal Immigration - ProCon.org.” *What Are the Solutions to Illegal Immigration in America?*, 13 Mar. 2017, 8:40,

immigration.procon.org/view.answers.php?questionID=000756.

Rationale:

In order to spark enlightenment and promote discussion on a subject it begins with a want to further explore a topic or idea. For our project, we hope to draw in young adults interested in learning more about Immigration in America apart from the biased news they are exposed to in our culture. Many young adults often form their opinions and beliefs on topics such as Immigration due to the influence of their parents. Our goal is to give young adults the opportunity to become exposed to the facts regarding Immigration and illegal Immigration into America, without the slant that news and media platforms often contain. The main argument our project is meant to promote is the idea that not all effects of Immigration are negative ones which is often the first thought that people have when they hear the word.

Furthermore, to support our platform we utilized the rhetorical concepts identification as well as the appeal to pathos. Identification allows our Common Good Project to go beyond the surface level and reach out to our audience based upon their age. For our group, identifying with the specific audience we were aiming for was easier due to the fact that we are all young people ourselves. Considering that our audience is connected to pop culture, social media and popular news outlets we chose clips and pictures that appeal to the youth. Additionally, we chose to include real life stories of immigrants who came to this country in effort to better themselves and their children. By including real life stories, the audience’s emotion is effected through the of the stories of struggle and perseverance in America that so many families struggle with whether they’re born into to the country or not.

The Rationale Concepts:

**Resignification:** *“a process in which people reject the connotation of a symbol, expose how the meaning of the symbol is constructed, and attempt to change its connotation (pg. 56).”* This concept refers to many different words associated with immigration as a whole such as racial terms that have been negatively altered by society. For example, the word “immigration” is constantly changing in our society’s perception due to political opinions that are constantly rhetorically linking the term out to be something bad for America. I wouldn’t say that the word “immigration” has been completely resignified, however it has become the constant target for negativity by politicians.

**Posthumanist Theory of Agency:** *“the choices an individual makes are circumscribed by a variety of factors, ranging from socioeconomic conditions, to language constraints, to the people with whom the individuals are interacting (pg. 11)”.* This concept relates to the opinions people make due to influence which is most commonly how young people form their beliefs. Whether its from their parents or peers, young people often make assumptions based on what they’re exposed to constricting their ability to form opinions for themselves. This concept is often difficult to change for rhetors as it is out of their control and often difficult to change.

**Civic Engagement:** *“people’s participation in individual or collective action to develop solutions to social, economic, and political challenges in their communities, states, nations, and world (pg. 16).”* Civic Engagement is what change in our society depends on. This concept is related to our overall purpose of this project and topic choice. In order to alter public opinion and spread awareness about a topic such as immigration research is key. Civic engagement, whether its enlightening oneself to a current political agenda or participating in a social media group that shares a similar set of beliefs on a topic, it is key for any sort of movement towards change.

**Culture:** *“historically transmitted pattern of meanings embodied in symbols, a system of inherited conceptions expressed in symbolic forms by means of which men [and women] communicate, perpetuate, and develop their knowledge about and attitudes toward life (pg. 23)”.*

This concept is how we managed to target our audience through the rhetoric and appeal on our website. By understanding that young people often form their opinions on the topic of immigration due to their experiences, we attempted to relate to them through the use of student statements on immigration which may surprise them. “Your culture frames how you interpret rhetorical messages (pg. 23)”.

**Public Memory:** “*particular type of collective memory that combines the memories of the dominant culture and fragments of marginalized groups’ memories, and enables a public to make sense of the past, present and future (pg. 25)”.* This concept was demonstrated in through our use of images, for example on our website the statue of liberty is pictured as it is a representation of freedom for immigrants entering our country which gives our nation it’s identity. One may not have any personal connection to the statue of liberty except the fact that as an American citizen they understand what it stands for. “public memories give identity to a particular society (pg. 25).”

**Identity:** *“refers to the physical and/or behavioral attributes that make a person recognizable as a member of a group (pg. 169)”.* Identity essentially is the ingredients of a person and what makes them themselves. From race, gender, class level, religion, etc. there are many different characterizations that people contribute to their identity. Our project highlights the amount of different identities in our society and encourages the diversity in America.

**Pathos:** *“that which leads the audience “to feel emotion”(pg. 15)”.* We chose the appeal to pathos as we felt that it would be most crucial in representing the importance of understanding the real facts about immigration. There are many heartbreaking stories of immigrants coming to this country on nothing in order to create a better life for them and their families with appeals directly to pathos and supports our purpose. We chose to include real life stories of immigrants to reflect the common misconceptions about immigration.

**Public:** *“is formed by people coming together to discuss common concerns, including concerns about who they are and what they should do, and as a result constructing social reality together (pg. 266)”.* No matter if they all agree or not, a public discussion is important to understanding the reality in which we live. The point of our project/website/brochure is to offer a source of information for people (specifically young people) to visit to view the ideas of others which is why we included student opinions/thoughts on immigration.

**Body Rhetoric:** *“is rhetoric that foregrounds the body as part of the symbolic act (pg.77)”.* This concept similarly related to “enactment” is most often seen when people use their bodies to make prove a point or stand for something. This connects to our project through skin color, as well as protests that have been taking place in response to the wall President Trump is attempting to build.

**Symbolic Action:** *“expressive human action, the rhetorical mobilization of symbols to act in the world (pg. 7)”.* Symbols that members of society use to represent their beliefs/causes such as speeches, blogs, social media, etc. aid them in stating their opinions for the public. Although this sometimes causes division, it also causes unity and connects people of similar beliefs. Our website as a whole is our form of symbolic action they we are publishing for the benefit of society and our audience with the intention of producing change.

What is immigration?

Immigration relates to the movement of people from one country into another, for residential rather than visiting purposes which may be for a number of reasons, including economic, familial, social, or personal.

What is illegal immigration?

The unauthorized resident immigrant population is defined as all foreign-born non-citizens who are not legal residents. Most unauthorized residents either entered the United States without inspection or were admitted temporarily and stayed past the date they were required to leave.

Applying for Citizenship, 10 steps:

1. Determine if you are already a U.S. citizen

2. Determine if you are eligible to become a U.S. citizen.

3. Prepare your Form N-400, Application for Naturalization.

4. Submit your Form N-400, Application for Naturalization.

5. Go to the biometrics appointment, if applicable.

6. Complete the interview.

7. Receive a decision from USCIS on your Form N-400, Application for Naturalization. USCIS will issue you a written notice of decision. It will either be labeled:

a. Granted: USCIS may approve your Form N-400 if the evidence in your record establishes that you are eligible for naturalization.

b. Continued: USCIS may continue your application if you need to provide additional evidence/documentation, fail to provide USCIS the correct documents, or fail the English and/or civics test the first time.

c. Denied: USCUS will deny your Form N-400 if the evidence in your record establishes you are not eligible for naturalization

8. Receive a notice to take the Oath of Allegiance.

9. Take the Oath of Allegiance to the United States.

a. What to do: Complete the questionnaire on Form N-445, Notice of Naturalization Oath Ceremony. Report for your naturalization ceremony and check in with USCIS. A USCIS officer will review your responses to Form N-445. Turn in your permanent Resident card (Green Card). Take the Oath of Allegiance to become a U.S. citizen. Receive your Certificate of Naturalization, review it, and notify USCIS of any errors you see on your certificate before leaving the ceremony cite.

10. Understanding U.S. citizenship.

a. Citizenship is the common thread that connects all Americans. Check out this list of the most important rights and responsibilities that all citizens – both Americans by birth and by choice- should exercise, honor, and respect.

b. This is the website if you want to check out that list of important rights and responsibilities.<https://www.uscis.gov/citizenship/learners/citizenship-rights-and-responsibilities>

· Here is a video to watch on: Becoming a U.S. Citizen: An Overview of the Naturalization Process

1. https://www.uscis.gov/citizenship/learners/study-test/study-materials-civics-test/becoming-us-citizen-overview-naturalization-process