The mission of the College of Education at the University of St. Francis is to prepare competent and caring educators who understand students, serve the community and develop professionally to become ethical decision-makers and leaders.

USF Mission Statement

As a Catholic university rooted in the liberal arts, we are a welcoming community of learners challenged by Franciscan values and charism, engaged in a continuous pursuit of knowledge, faith, wisdom, and justice, and ever mindful of a tradition that emphasizes reverence for creation, compassion, and peacemaking. We strive for academic excellence in all programs, preparing women and men to contribute to the world through service and leadership.

Course Information

Course: Diversity Issues in Education
Course/Section Number: MSED 696 D CRN 30285
Credit Hours: 3
Semester/Year: Summer, 2005
Days/Dates/Times: July 18-22, 2005
Location/Site: Plano High School
Prerequisite for Course: Permission of program coordinator

Instructor Information
Name: Madonna Murphy, Ph.D.
Office Hours: 4:00-5:00 pm
Telephone Number: (312) 485-3212
Email Address: mmurphy@stfrancis.edu
Fax Number: (773) 233-0954 or (815) 740-2264
**Course Description:**
This course examines the diversity issues that affect the role of a school administrator in a pluralistic society. The diversity areas include class, ethnicity and race, gender, exceptionality, religion, language and multiethnic/multicultural education.

**Course Overview:**
In this course, candidates will develop an awareness and understanding of forces within the school community and the society affect the role of a school administrator. The candidates will have an opportunity to analyze administrative strategies, staff development models, community resources, and survey techniques for organizational development in school contexts.

**Course Goals:**
The course goals are aligned with the knowledge indicators for principals the 23 IL Administrative Code, Section 29.120.

- **Understanding Our Students:**
  - Candidates will develop an understanding of multiculturalism in a pluralistic society and what this means for educational programs (2I).
  - Candidates will develop an understanding of strategies and models as they apply to social and cultural context of schooling and how they affect teaching and learning (6F/G).
  - Candidates will recognize the role of technology in promoting students' learning (2L).

- **Serving the Community:**
  - Candidates will develop an awareness of how to recognize emerging multicultural issues and trends that potentially affects the school community (4A).
  - Candidates will understand the conditions and dynamics of the diverse school community (4C).
  - Candidates will understand the values and challenges of the diverse school community (5C).

- **Finding Our Professional Selves:**
  - Candidates will understand the purpose of education and the role of leadership in a pluralistic society (5A).
  - Candidates recognize the role of technology in promoting professional growth (2L).
  - Candidates will be aware of professional code of ethics (5D).

**Outcomes:**
The outcomes are aligned with the knowledge indicators for principals the 23 IL Administrative Code, Section 29.120.

1. Candidates create an environment where all individuals are treated with fairness, dignity, and respect (2R).
2. Candidates will be able to develop an inclusive educational culture (2EE).
3. Candidates will be able to assess emerging issues and trends to determine their impact on the school community (4G).
4. Candidates will be able to promote the values and challenges of the diverse school community (5H).
5. Candidates will be able to communicate effectively with various cultural, ethnic, racial, and special interest groups and other diverse populations in the community (5I).
6. Candidates will be able to develop a framework for resolution using strategies and models as they apply to the social and cultural context of schooling and the affects on teaching and learning (6O).
7. Candidates will manifest a professional code of ethics (5F).
8. Candidates will treat people fairly, equitably and with dignity and respect and protect the rights and confidentiality of others (5J).
9. Candidates will encourage others in the school community to demonstrate integrity and exercise ethical behavior (5K).

Method of Instruction Statement:
College of Education courses reflect the college's conceptual framework by modeling learner-centered instructional practices, a service-oriented approach to education, and professional dispositions. The courses are predicated on active learning. Emphasis is placed on critical thinking and problem solving as candidates develop and refine the thinking and decision-making skills required of educators. Courses will model many diverse teaching strategies (e.g. interactive discussion, cooperative learning, multimedia presentations, small and large group discussions, etc.), incorporate appropriate performance assessments, address issues of diversity and integrate technology. Candidates are encouraged to reflect on, not only the content of the course, but also the methods used and how they might be applied in other educational contexts.

The class participation component of the courses is based upon two principles. First, individuals learn best through active participation with other individuals and learning materials. Second, quality verbal skills are essential for educators. Both of these principles suggest that in order to maximize a candidate's educational experience, a high level of class participation is required. Consequently, all candidates are required to be prepared for and participate in class discussions and activities.

Code of Professional Conduct:
The content of the Code has been recommended and approved by professional educators including teachers, administrators, and the COE assembly. The code is structured around the values adopted by the University of St. Francis in 1999 - Respect, Integrity, Service, and Compassion and is operationalized as follows:

- **Respect** should be actualized by consistent and prompt attendance, conscientious participation, active listening, and proper preparedness for class and assignments. Additionally, candidates are expected to exhibit positive responsiveness to constructive criticism.
- **Integrity** and a commitment to lifelong learning, should be demonstrated through intrinsic motivation, professional curiosity, and an initiative to seek assistance. These qualities will manifest themselves in candidates' academic integrity and accountability as well as in the professional appearance of their assignments.
- **Service** and a commitment to the academic community can be realized through cooperation in sharing professional ideas and tools.
- **Compassion** is to be actualized through the demonstration of intellectual empathy.

Attendance:
Attendance is expected. A significant amount of learning takes place in class. Class discussions, assignments, and case studies will include content that is not covered in the text(s). Candidates are not expected to miss summer classes as the dates have been published in advance. The candidate's grade will be affected if a whole day is missed. However
if unforeseen personal/family emergencies necessitate missing a part of some day's class, the individual candidate is responsible for obtaining materials or information that was missed due to absence and of doing an appropriate make-up an assignment so that the grade is not lowered. If, for some unexpected emergency, you must be absent, please notify me as soon as is reasonably possible by calling me on my cell phone (312) 485-3212. Attendance and class participation will be considered in the calculation of the final grade. Candidates are responsible for all materials missed in cases of absence.

Minimum Standards for Writing Style

The College of Education encourages candidates to use the APA style. All written assignments should:
1. conform to Standard English conventions for spelling, punctuation, capitalization, and sentence and paragraph construction; writing must be free of spelling, grammatical and typographical errors;
2. include a title page (title of paper, candidate name, University of St. Francis, course name and date);
3. use standard margins (minimum 1 inch), line spacing (double, exceptions noted), and font type and size (Times Roman or Courier, 12 point);
4. include a page header (abbreviated title) and page number, upper right corner;
5. include an introduction, section headings, and a conclusion section when appropriate; and
6. include in-text citations and a corresponding reference list for all ideas/facts that are not the writer's.

Grading Scale – Graduate Level:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93 – 100%</td>
</tr>
<tr>
<td>B</td>
<td>85 – 92%</td>
</tr>
<tr>
<td>C</td>
<td>77 – 84%</td>
</tr>
<tr>
<td>F</td>
<td>less than 77%</td>
</tr>
</tbody>
</table>

Assignments

Media Literacy Project. Candidates will watch a movie or other form of media featuring different ethnic groups and analyze it in terms of its messages to and about culture, diversity, and other issues related to the course. Students will write a short paper in which they summarize the movie and analyze its messages and an in-class activity will allow students to compare findings regarding various movies and develop conclusions which will be in a short group presentation.

Cooperative Group Presentation. Candidates are to work in a cooperative group to present one of the chapters regarding different cultural groups to the class in a way that would be appropriate for a teacher in-service.

Case Studies – Candidates will read and discuss case studies in groups each day, answering the questions for reflection as a group. They will report to the class and submit their written group reflection each day.

Empirical Research Project – Each candidate will complete an empirical action or applied research project based on one of the diversity issues studied in class. This empirical research will be quantitative and qualitative research that involves the firsthand collection of data. Students will gather data on the issue from their school or school district and write up an analysis of their documentary research, observations and interviews of people. A paper will be submitted which describes the issue researched, the data, an analysis of the data and recommendations based on the data. This will serve as the final assessment for the course.
Expectations for Written Work

Assignments are expected to be submitted on or before the date due; late assignments will receive reduced credit. Please take the appropriate steps to ensure the timely submission of assignments. Course assignments should be emailed by the day due to mmurphy@stfrancis.edu. The papers will be graded and emailed back to the candidate. Papers submitted as a hard copy via U.S. mail must be postmarked by the day due and must include a self-addressed and stamped envelope with the materials submitted and they will be mailed back to you.

Evaluation:

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Empirical Research Project</td>
<td>100</td>
</tr>
<tr>
<td>Media Literacy Project</td>
<td>100</td>
</tr>
<tr>
<td>Cooperative Group Presentation</td>
<td>100</td>
</tr>
<tr>
<td>Case Study Group Work</td>
<td>100</td>
</tr>
<tr>
<td>Attendance and Class Participation</td>
<td>50</td>
</tr>
<tr>
<td><strong>Total points</strong></td>
<td><strong>450</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>Minimum Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>420 to 450</td>
</tr>
<tr>
<td>B</td>
<td>383 to 419</td>
</tr>
<tr>
<td>C</td>
<td>382 to 347</td>
</tr>
<tr>
<td>F</td>
<td>0 to 346</td>
</tr>
</tbody>
</table>

Course Outline: (A more detailed course outline will be given the first day of class.)

<table>
<thead>
<tr>
<th>Date/Week</th>
<th>Topics/Chapters</th>
<th>Assignments/Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>Foundations of Diversity Education</td>
<td>Chapters 1 &amp; 2 Gollnick</td>
</tr>
<tr>
<td>7-18</td>
<td>Social Class Differences</td>
<td>Cases 18-21, Redman</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Ethnicity and Race</td>
<td>Chapters 3 Gollnick</td>
</tr>
<tr>
<td>7-19</td>
<td></td>
<td>Cases 5-12 &amp; 13-17 Redman</td>
</tr>
<tr>
<td>Wednesday</td>
<td>Gender Issues</td>
<td>Chapters 4-5 &amp; 28-29 Gollnick</td>
</tr>
<tr>
<td>7-20</td>
<td>Exceptionality</td>
<td>Cases 1-4 and 25-27 Redman</td>
</tr>
<tr>
<td>Thursday</td>
<td>Religion</td>
<td>Chapters 6 &amp; 7 Gollnick</td>
</tr>
<tr>
<td>7-21</td>
<td>Language</td>
<td>Cases 22-24 &amp; 30-32 Redman</td>
</tr>
<tr>
<td>Friday</td>
<td>Age</td>
<td>Chapters 8 &amp; 9 Gollnick</td>
</tr>
<tr>
<td>7-22</td>
<td>Multicultural Education</td>
<td>Cases 33-34 &amp; 35-36 Redman</td>
</tr>
</tbody>
</table>

Support Services:

The University of St. Francis has a number of services available to its students, including academic, writing, computer and mathematics, including statistics and mathematics skills that are part of another course. Library services include a number of on-line services and full text databases. It is important to contact the professor or the University if you have particular needs.

In compliance with the American Disability Act (ADA) guidelines, the University of St. Francis will provide access or other reasonable assistance for students with recognized disabilities or who have any condition, either permanent or temporary, which might affect their ability to perform in this class.
Any student who feels s/he may need an accommodation based on the impact of a disability should contact your instructor privately to discuss your specific needs. Reasonable accommodations, as arranged through the disabilities coordinator, Pat Vivio, will be provided for students with documented disabilities. Contact Pat Vivio at 815-740-3204 in Tower Hall room S 210 to coordinate accommodations.

**Academic Honesty and Integrity Statement:**

Students have an obligation to exhibit honesty in carrying out their academic assignments. Students may be found to have violated this obligation if they plagiarize or cheat. Plagiarism is presenting the work of others as one’s own; cheating is taking or accepting any illicit advantage for any course inside or outside of the classroom. See the University of St. Francis Catalog for further information and for information on grievance procedures.

**Bibliography:**


Other materials will be used and referenced during the class.
MSED 696 – Diversity Issues in Education – Class Assignments and Rubrics

**Empirical Research Project**
Candidate will complete an empirical action or applied research project based on one of the diversity issues studied in class. This empirical research will be quantitative and qualitative research that involves the firsthand collection of data. Students will gather data on the issue from their school or school district and write up an analysis of their documentary research, observations and interviews of people. A paper will be submitted which describes the issue researched, the data, an analysis of the data and recommendations based on the data. This will serve as the final assessment for the course.

**Format:**
- Statement of the problem or issue including a rationale as to how this issue has evolved (history) and why it is critical.
- Data gathered from documentary research, school report cards, student membership lists, surveys or interviews of administrators, teachers, students, or parents.
- Analysis of the survey / interview data or an analysis of the planning process.
- Recommendation as to what the candidate would do if s/he were the administrator in charge.

Scoring: to be assessed with the Empirical Research Project Rubric.

**Option A:** Choose a specific current diversity issue in your school district. (For example: Gender and athletics, socioeconomic status and honors students, club officers, race and discipline referral, etc.)

**Option B:** Choose a broad diversity scenario challenging schools or districts (such as transitional bilingual education vs. immersion, use of ethnic subgroups to determine AYP, lack of cultural diversity in curriculum or texts, etc.)

**Option C:** Provide leadership in cultural diversity projects involving other departments or grade level teams and analyze the experience both in terms of what you learned from it and what you would change if you were the administrator responsible for this activity.

**Option D:** Other ideas presented by candidates and approved by the professor must be related to diversity.
Average the points to determine the point total average. For example, an average of 3, 2, 2, and 2 equals a point total average of 2.25.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points</th>
<th>3 – Distinguished</th>
<th>2 – Proficient</th>
<th>1 – Satisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statement of Problem/Issue</td>
<td></td>
<td>Problem/issue clearly stated so that the reader has a solid understanding of why the candidate has undertaken this project.</td>
<td>Problem/issue stated well enough for the reader to understand the basics of the project.</td>
<td>Problem/issue poorly stated.</td>
</tr>
<tr>
<td>Data Collection</td>
<td></td>
<td>Data sources (survey, interview, anecdotal, etc.) fully support the study, and enrich the reader’s understanding of it.</td>
<td>Data sources (survey, interview, anecdotal, etc.) are sufficient to support both the study and an understanding of it.</td>
<td>Data sources do not support the study.</td>
</tr>
<tr>
<td>Analysis of Data</td>
<td></td>
<td>Clear and insightful analysis of data, done with attention to detail and ramifications on the school or district.</td>
<td>Clear analysis of data, and their connections to the school or district.</td>
<td>Analysis does not show the study.</td>
</tr>
<tr>
<td>Recommendations</td>
<td></td>
<td>Evidence of critical thinking in the resolution of the problem/issue from a personal future administrative perspective.</td>
<td>Evidence of developing a resolution to the problem/issue from a personal future administrative perspective.</td>
<td>Evidence of developing the problem.</td>
</tr>
<tr>
<td>Conventions</td>
<td></td>
<td>Use of conventions is correct in grammar, spelling, and punctuation.</td>
<td>Few minor errors in grammar, spelling, and/or punctuation that do not affect meaning.</td>
<td>Several conventions affected.</td>
</tr>
</tbody>
</table>

Point Total  

\[
\text{Point Total} \quad \text{divided by 4} = \quad \text{Point Total Average}
\]

Please Note: Candidates who earn a “Satisfactory (Minimally)” have the option to redo the specified criteria. Candidates who earn a “Not Acceptable” MUST redo the specified criteria.

**SIGNATURE:**

**DATE:** __________________________   Instructor

Instructor, please send or fax a copy of this rubric to Dr. June Grivetti, Program Coordinator, USF, 3033 Jefferson St., Joliet, IL or 815-730-4721 (fax).
Remember to rotate spokespersons and scribes to allow for equal participation.
Discuss and answer each question.
Typed written responses are due the next day, via the scribe. Put names of the members of the group on the page noting the scribe and the spokesperson.
Reporting out by spokespersons
  - Brief description of the case.
  - Group answers to Questions for Reflection

<table>
<thead>
<tr>
<th>Date</th>
<th>Group</th>
<th>Case Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 1 – Monday</td>
<td>1</td>
<td>18, 21</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>19, 21</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>20, 21</td>
</tr>
<tr>
<td>Day 2 – Tuesday</td>
<td>1</td>
<td>5, 6, &amp; 13, 14,</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>7, 8 &amp; 15, 16,</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>9, 10, 11, 17</td>
</tr>
<tr>
<td>Day 3 – Wednesday</td>
<td>1</td>
<td>1, 4, 25</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>2, 12, 26</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>3, 27, 9</td>
</tr>
<tr>
<td>Day 4 – Thursday</td>
<td>1</td>
<td>22, 30</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>23, 31</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>24, 32</td>
</tr>
<tr>
<td>Day 5 – Friday</td>
<td>1</td>
<td>33, 35</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>34, 36</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>33, 36</td>
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</tbody>
</table>

Scoring Rubric

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spokesperson</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Articulate captures the essence of discussion</td>
</tr>
<tr>
<td></td>
<td>Unprepared</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scribe</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Complete and comprehensive Well written and typed</td>
</tr>
<tr>
<td></td>
<td>Unanswered questions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Examsining Media for Bias

Choose a movie from the list or check with the instructor if you have a suggestion for another appropriate movie. Use the following checklist to examine the media for bias. Write up short report in which you identify the issues in each of these areas.

1. Examine the characters:

What images and messages do they send concerning race and gender? Make comparisons of racial portrayals in the media to people you know in your own life. What kind of similarities and differences exist? Notice the voices of characters. Do "bad" or evil characters have accents? What kind of accents do the "good" characters have?

What kinds of relationships are portrayed between characters? Observe the existence of healthy, stable relationships versus unstable, unhealthy relationships. Are there any connections between these relationships and issues of race or gender? Look at the roles of Caucasian men. Do they own the power, take the leadership positions, and make the important decisions? Are females, people of color, lesbians, gays, elderly, or people with disabilities depicted as basically supporting, passive characters?

Who are the heroes/heroines of the selected media and whose interest is the hero/heroine benefiting? Ideally, heroines and heroes should be identified according to the beliefs of and strife for justice appropriate to their group; pay close attention if the character is from a parallel culture and is considered a hero or heroine simply because they have benefited the dominant, white culture.

2. Plot:

Notice the setting. Are the geographical locations representative of the cultures that live there? Are portrayals of certain cultures realistic representations of that setting?

What kinds of conflict exist in the movie, and how are problems solved? Are the problems that people of color face socially constructed? Is an unjust society to blame for the circumstances affecting oppressed groups? Are conflicts resolved for people of color through the generous interference of a white, middle-class male? Does the story line encourage passive acceptance or active resistance of problems faced by people of color?

What defines success? Do white male behavior standards determine what it takes for a person of color or female to succeed? Is succeeding in the dominant white society projected as the only ideal? To gain recognition and admiration, do people of color and females have to demonstrate extraordinary qualities?

3. Accuracy:

Check for accuracy and authenticity in the portrayal of cultures and lifestyles. Do the depictions offer genuine insight into the culture of the character? Be critical of unintelligent, oversimplified or exotic depictions. Be aware of cultures being portrayed as a novelty. For example, are all Italian characters shown as having
involvement in or connections to organized crime?

4. Language:

Contemplate the language used in the selected media. Examples of offensive terms include: savage, primitive, retard, Jew em down, Welsh on a bet, conniving, lazy, backward, squaw, papoose, and Indian givers. Pay attention to sexist language that excludes or in any way degrades females. Some words used for females that are considered derogatory are: broad, chick, and babe. The general use of the words "man" and "he" were accepted in the past but their use today is outdated; for example: using the word firemen instead of firefighters.

5. The Year the Chosen Media was Made:

A recent copyright date is no guarantee of the movie's authenticity, but movies on minority themes created in the 50's, 60's, and 70's were usually written and directed by white males. They often reflect a white, middle-class, mainstream point of view.

Movies for Multicultural Discussion

**African American**

- Roots [www.teachwithmovies.org/guideslroots-vol-i.html](http://www.teachwithmovies.org/guideslroots-vol-i.html)
- Gone With the Wind [www.teachwithmovies.org/guidesgone-with-the-wind.html](http://www.teachwithmovies.org/guidesgone-with-the-wind.html)
- Amistad [www.teachwithmovies.org/guideslamistad.html](http://www.teachwithmovies.org/guideslamistad.html)
- Cry, the Beloved Country [www.teachwithmovies.org/guideslcry-the-beloved-country.html](http://www.teachwithmovies.org/guideslcry-the-beloved-country.html)
- Sarafina [www.teachwithmovies.org/guideslsarafina.html](http://www.teachwithmovies.org/guideslsarafina.html)
- Native Son [www.teachwithmovies.org/guideslnative-son.html](http://www.teachwithmovies.org/guideslnative-son.html)
- The Long Walk Home [www.teachwithmovies.org/guidesllong-walk-home.html](http://www.teachwithmovies.org/guidesllong-walk-home.html)
- The Color Purple [www.gradcgu.edu/-millerty/ "](http://www.gradcgu.edu/-millerty/ ")

**Asian American**

- Joy Luck Club [www.teachwithmovies.orf1guideslvice-luck-club.html](http://www.teachwithmovies.orf1guideslvice-luck-club.html)
- Mulan [www.teachwithmovies.orf1guideslmulan.html](http://www.teachwithmovies.orf1guideslmulan.html)
- Shall we Dance [www.teachwithmovies.org/lprideshall-we-dance.html](http://www.teachwithmovies.org/lprideshall-we-dance.html)
- Sayonara [www.teachwithmovies.orf1guideslsayonarahtml](http://www.teachwithmovies.orf1guideslsayonarahtml)
- The Blue Kite [www.teachwithmovies.orf1guidesblue-kite.html](http://www.teachwithmovies.orf1guidesblue-kite.html)
- To Live [www.teachwithmovies.orf1guidessto-live.html](http://www.teachwithmovies.orf1guidessto-live.html)
- .. Kundun [www.teachwithmovies.owwdeslkundun.html](http://www.teachwithmovies.owwdeslkundun.html)
- Asian American Film Minute Movies [www.asianamericanfi1m.com/minutemoviesl](http://www.asianamericanfi1m.com/minutemoviesl)
### Diversity Issues in Education

**MSED 696**

**3 Credit Hours**

**Summer 2005**

### Bosnian

- **Red Rubber Boots**
  - [www.soros.org/sdf/continfo.htm#redboots](http://www.soros.org/sdf/continfo.htm#redboots)
- **Farewell to Bosnia**
  - [www.americanmontage.com/](http://www.americanmontage.com/)
- **Children, Kosovo**
  - [www.soros.org/sdf/continfo.htm#Kosovo](http://www.soros.org/sdf/continfo.htm#Kosovo)
- **A Cry from the Grave**
  - [www.soros.org/sdf/continfo.htm#cry](http://www.soros.org/sdf/continfo.htm#cry)
- **Comrades**
  - [www.soros.orf/sdf/continfo.htm#comrades](http://www.soros.orf/sdf/continfo.htm#comrades)
- **Time of the Gypsies**
  - [www.filmrefcom/directorsidimagesIKusturica.html](http://www.filmrefcom/directorsidimagesIKusturica.html)
- **Underground**
  - [www.filmref.comldirectorsldlpagesIKusturica.html](http://www.filmref.comldirectorsldlpagesIKusturica.html)

### Hispanic

- **The Mission**
  - [www.teachwithmovies.org/guideslmission.htm](http://www.teachwithmovies.org/guideslmission.htm)
- **Stand and Deliver**
  - [www.teachwithmovies.org/guideslstand-and-deliver.htm](http://www.teachwithmovies.org/guideslstand-and-deliver.htm)
- **West Side Story**
  - [www.teachwithmovies.org/guideslwest-side-storv.html](http://www.teachwithmovies.org/guideslwest-side-storv.html)
- **LaBamba**
- **Almost Nothing**
  - [www.hispanicfilm.com/Dages%20/Ouaseo/020nada.htm](http://www.hispanicfilm.com/Dages%20/Ouaseo/020nada.htm)
- **A Paradise Under the Stars**
  - [www.hispanicfilm.com/oageso/020/Uno/020arais0o/020baio.html](http://www.hispanicfilm.com/oageso/020/Uno/020arais0o/020baio.html)
- **Cuban Roots Bronx Stories**
  - [www.latinamericanfilmfestival.com/shortsl cuban roots bronx stories.aso](http://www.latinamericanfilmfestival.com/shortsl cuban roots bronx stories.aso)

### Native American

- **Smoke Signals**
  - [www.teachwithmovies.org/2Uideslsmoke-si-:ll...htm1](http://www.teachwithmovies.org/2Uideslsmoke-si-:ll...htm1)
- **Fort Apache**
  - [www.teachwithmovies.org/guideslfort-aoach.html](http://www.teachwithmovies.org/guideslfort-aoach.html)
- **Homeland**
  - [www.soros.org/sdfcontinfo.htm#home1and](http://www.soros.org/sdfcontinfo.htm#home1and)
- **Usual and Accustomed Places**
  - [www.soros.owsdfcontinfo.htm#usual](http://www.soros.owsdfcontinfo.htm#usual)
- **Tales of Wonder**
  - [www.richheaoe.com/heritage.htm](http://www.richheaoe.com/heritage.htm)
- **Dances With Wolves**
- **Lakota Woman**
- **The Last of His Tribe**
- **The Last of the Mohicans**

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**Movie list provided by INTIME. intime@uni.edu Educational resource website: TeachWdh Movies.com, Inc.**

### This is the rubric that will be used to evaluate your paper

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight (Out of 25)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction. Provides a brief introduction that frames the purpose of the paper and describes the movie viewed clearly citing the source.</td>
<td>/5</td>
</tr>
<tr>
<td>Summary of the movie. Provides a clear and concise summary of the movie.</td>
<td>/5</td>
</tr>
<tr>
<td>Media messages. Carefully identifies the diversity issues in the character portrayal, plot, and use of language including both positive and negative examples</td>
<td>/10</td>
</tr>
<tr>
<td>Analysis. Shows careful analysis of media sample; provides complete and thoughtful responses to critical questions.</td>
<td>/15</td>
</tr>
<tr>
<td>Conclusion. Provides closing paragraph(s) to logically sum up important findings, make generalizations, and conclusions. How could this movie be successfully used in the classroom?</td>
<td>/10</td>
</tr>
<tr>
<td>Professionalism. Writing is of high quality; fully consistent with APA style 5th edition; includes in-text citations and corresponding reference list of all sources.</td>
<td>/5</td>
</tr>
</tbody>
</table>
Cooperative Group Project

Purpose
The purposes of the Cooperative Group assignment are: (1) to provide the opportunity for candidates to work collaboratively with others, an essential skill for administrators (2) to provide the opportunity for candidates to research a particular ethnic group in more depth than found in the textbook, (3) to present the information in an engaging manner for the class as a teacher in-service.

Procedure
Students will join in a group of three students. (One group will have four members.). They will read the chapter assigned, identifying the main points of the chapter. Student will develop a class presentation of approximately one hour in which they present the class with the main facts of the chapter. Students are encouraged to be creative in their presentation, using multiple modes of presentation including hands-on activities.

Your own presentation will be graded using this rubric

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creative presentation</td>
<td>/10</td>
</tr>
<tr>
<td>Appropriate format of the presentation for the audience indicated</td>
<td>/10</td>
</tr>
<tr>
<td>Accurate and extensive presentation of the chapter’s content</td>
<td>/10</td>
</tr>
<tr>
<td>Analysis of the content with implications for teaching</td>
<td>/10</td>
</tr>
<tr>
<td>Effective lesson plan for presentation with a variety of activities</td>
<td>/10</td>
</tr>
<tr>
<td>Effective Presentation -use of visual aids (handouts, transparencies, power-point or technology)</td>
<td>/10</td>
</tr>
<tr>
<td>Audience participation engagement</td>
<td>/10</td>
</tr>
<tr>
<td>Appropriate balance and cooperation among members</td>
<td>/10</td>
</tr>
<tr>
<td>Appropriate length and good use of time</td>
<td>/10</td>
</tr>
<tr>
<td>Professional dress and deportment of presenters</td>
<td>/10</td>
</tr>
<tr>
<td>Final</td>
<td>/100</td>
</tr>
</tbody>
</table>

Class Presentation   TOTAL POINTS /100