

Course Syllabus 2014

RDG 4320: Literacy Education for Culturally and Linguistically Diverse Children

Reading 4320

Literacy Education for Culturally and Linguistically Diverse Children

Mondays & Wednesdays 2:00-3:20pm

ED 1007

Spring 2014

Instructor: Dr. Charise Pimentel

E-Mail: Charise.Pimentel@txstate.edu

Office: ED 3032

Office Phone: 245-3678

Office Hours: Mondays and Wednesdays 11am-2pm and by appointment

Texts

McCall, G.C. (2011). *Under the mesquite*. New York: Lee & Low Books.

Oher, M., & Yaeger, D. (2011). *I beat the odds: From homelessness to The Blind Side and beyond*. New York: Penguin.

Selected Readings

Additional readings for this course are available on TRACS. Please download and print all readings posted on TRACS under resources.

Course Description

This course focuses on issues and trends in the education of children from diverse language and/or cultural backgrounds. Course topics include second language acquisition, cultural awareness, and culturally relevant instruction and effective teaching practices.

Course Rationale

The purpose of this course is to provide future teachers an understanding of the foundational principles of multicultural education and how those principles effect the language and literacy instruction of culturally and linguistically diverse learners in today's classrooms. Future teachers will explore how culture, ethnicity, socioeconomic status, and language diversity shape literacy learning. They will understand how to integrate second language learning strategies into a literacy curriculum and to sustain positive social, emotional, and cognitive conditions in order to enhance equity in educational programs. A special emphasis will be placed on the needs of English Language Learners as they acquire a second language.

Course Objectives

- Students will examine their own cultural values.
- Students will develop an awareness and sensitivity for cultural and ethnic differences in the school setting.
- Students will develop an understanding of the second language acquisition process, bilingualism, and other factors that influence speakers of languages other than English, particularly in regards to literacy instruction.
- Students will be introduced to issues relevant to present-day immigrant and urban education.

- Students will enhance their appreciation for creative expressions of diverse cultures in the community.
- Students will think about and develop a philosophy of multicultural education.
- Students will be exposed to and have the opportunity to examine and discuss children’s literature with multicultural themes.
- Students will understand their role as agents of social change.
- Students will examine educational issues related to immigrants, refugees, and students learning Standard American English.

Course Policies

1) CLASS PARTICIPATION— Class participation signifies reading assigned materials and participation in class activities and discussions based on readings.

2) ATTENDANCE— Regular attendance is mandatory in this course. I automatically approve two absences from this course, for whatever reason (no documentation needed). Each absence beyond two will result in a deduction of five percentage points in your final grade.

3) SUBMITTING ASSIGNMENTS— All assignments are due on days listed in the syllabus. Papers and projects must be typed, double-spaced with one-inch margins all around, in APA format, and stapled.

Assignments

1) *Stolen Education* Paper. For this paper, you are to watch the documentary *Stolen Education* and then write a two-page paper that examines how Latinos have been impacted by structural issues in their schooling experiences. This paper is due **February 10th**.

2) Tests—There will be two tests in this class that are based on class readings. The first test is scheduled for **March 17th** and the second test is scheduled for **April 16th**.

3) Critical Media Literacy Paper—This paper is a critical analysis of the movie, *The Blind Side*. This assignment is due **March 26st**.

4) Multicultural Events— I will be announcing several multicultural events throughout the semester. To receive credit for this assignment, you need to attend five multicultural events and turn in a one-page write-up on each event. **April 9th** will be the last day I accept these write-ups.

5) Multicultural Book Review— This assignment entails that you read and analyze 3 children’s picture books, 1 chapter book, and 1 young adult novel that reflect critical multicultural content. Multicultural Book Reviews are due on **April 23rd**.

Grading

Stolen Education Paper.....	15 points
Test 1.....	10 points
Critical Media Literacy Paper.....	40 points
Test 2.....	10 points

Multicultural Book Review.....20 points

Participation in Multicultural Events5 points

Total: -----
100 points

Final grades will be determined on the following point values:

90-100	A
80-89	B
70-79	C
60-69	D
59 & below	F

Students With Disabilities

In accordance with university policy and federal law, all members of the university community are responsible for ensuring that students are not discriminated against because of a disability. To accomplish this goal, reasonable and appropriate academic accommodations may be necessary for qualified students with disabilities. The Office of Disability Services will coordinate with faculty members to facilitate necessary accommodations for students with disabilities.

Class Schedule

Week 1

January 13

Course Introduction

January 15

Theme: The State of Education: Latinos

Reading: The Crisis and the Context (pgs. 15-28).

Week 2

January 20

Martin Luther King Holiday. Class does not meet.

January 22

Theme: Immigration and Education

Reading: No One is Illegal: Fighting Violence and State Repression on the U.S.-Mexico Border (Chapters 19 and 22, Chacón & Davis)

Week 3

January 27

Film in Class: ***Papers***

January 29

Theme: The State of Education: African Americans

PBS Video: *Too Important to Fail*

Link: <http://video.pbs.org/video/2130039313>

Week 4

February 3

Reading: There Is No Achievement Gap At Birth (pgs. 3-25)

February 5

Theme: *Structural Inequalities*

Reading: Structural and Organizational Issues in Classrooms and Schools (pgs. 108-139)

Thursday February 6

Multicultural Activity: Screening of Documentary: *Stolen Education*.

6:30-8:30pm Alkek Teaching Theatre

Week 5

February 10

Theme: *The State of Education: GLBT Youth*

Reading: School Experiences of Gay, Lesbian, Bisexual and Transgender Youth (pgs. 53-66)

Stolen Education Paper Due

February 12

Reading: Queer Youth in Heterosexist Schools: Isolation, Prejudice and No Clear Supportive Policy Frameworks (pgs. 215-219)

Week 6

February 17

Theme: *Towards A More Critical Education*

Examine Cultural Representations From Around The World

Websites: <http://www.barbiecollector.com/showcase/category/dolls-world#pDollsOftheWorldCollectionp>.

<http://www.cnn.com/2011/10/26/living/halloween-ethnic-costumes>.

February 19

Guest Presenter: The Diversity of India by Dr. Suparno Banerjee.

Week 7

February 24

Theme: *Race*

Reading: Race as Biology is Fiction, Racism as a Social Problem is Real (pgs. 16-26).

February 26

Theme: *Critical Media Literacy*

Reading: Teaching Children How to Discriminate (What We Learn from the *Big Bad Wolf*) (pgs. 101-129)

Week 8

March 3

Video: *Latinos Beyond Reel*

March 5

Readings: Bias in Children's Movies: Pocahontas (pgs. 132-136) & Arab Stereotypes and American Educators (pgs. 138-142).

Video: *Reel Bad Arabs*

Week 9

March 10 & 12

Spring Break. Class does not meet.

Week 10

March 17

Reading: *I Beat the Odds* by Michael Oher (pgs. ix-83).

Test 1

March 19

Reading: *I Beat the Odds* by Michael Oher (pgs. 87-129).

Week 11

March 24

Reading: *I Beat the Odds* by Michael Oher (pgs. 133-236).

March 26

Critical Media Literacy (*The Blind Side*) Paper Due.

Week 12

March 31

Theme: Language

Reading: Bilingual Education: Talking Points (pgs. 178-185).

April 2

Reading: The Color of Language: The Racialized Educational Trajectory of an Emerging Bilingual Student (pgs. 335-353).

Week 13

April 7

Theme: Evaluating Multicultural Children's Literature

Read *Under The Mesquite*

April 9

Reading: Opening Doors: Visual and Textual Analyses of Diverse Latino Subcultures in Américas Picture Books (pgs. 27-35).

Last day to turn in write-ups on a multicultural event.

Week 14

April 14

Reading: *Black Ants and Buddhists* Chapters 1, 2, & 3

April 16

Test 2

Week 15

April 21

Book Circles for Chapter Books.

April 23

Multicultural Book Reviews Due. Book Circles for Picture Books.

Week 16

April 28

Wrap Up and Course Evaluations.

Transformed Course Syllabus 2013

RDG 4320: Literacy Education for Culturally and Linguistically Diverse Children

***This course was transformed as a result of attending the **Socially Responsible Global Citizen Workshops**.

Transformed Syllabus as a result of attending the Preparing Students for Socially Responsible Global Citizenworkshops

Reading 4320

Literacy Education for Culturally and Linguistically Diverse Children

Tuesdays & Thursdays 2:00-3:20pm

ED 3068

Fall 2013

Instructor: Dr. Charise Pimentel

E-Mail: Charise.Pimentel@txstate.edu

Office: ED 3032

Office Phone: 245-3678

Office Hours: Mondays and Wednesdays 9:00am-11pm, 12:30pm-2pm, and by appointment

Texts

Cowhey, M. (2006). *Black ants and Buddhists: Thinking critically and teaching differently in the primary grades*. Portland, Maine: Stenhouse.

Oher, M., & Yaeger, D. (2011). *I beat the odds: From homelessness to The Blind Side and beyond*. New York: Penguin.

Restrepo, B. (2011). *Illegal*. New York: Harper Collins.

Selected Readings

Additional readings for this course are available on TRACS. Please download and print all readings posted on TRACS under resources.

Course Description

This course focuses on issues and trends in the education of children from diverse language and/or cultural backgrounds. Course topics include second language acquisition, cultural awareness, and culturally relevant instruction and effective teaching practices.

Course Rationale

The purpose of this course is to provide future teachers an understanding of the foundational principles of multicultural education and how those principles effect the language and literacy instruction of culturally and linguistically diverse learners in today's classrooms. Future teachers will explore how culture, ethnicity, socioeconomic status, and language diversity shape literacy learning. They will understand how to integrate second language learning strategies into a literacy curriculum and to sustain positive social, emotional, and cognitive conditions in order to enhance equity in educational programs. A special emphasis will be placed on the needs of English Language Learners as they acquire a second language.

Course Objectives

- Students will examine their own cultural values.
- Students will develop a global awareness and sensitivity for cultural and ethnic differences in various school settings.

- Students will develop an understanding of the second language acquisition process, bilingualism, and other factors that influence speakers of languages other than English, particularly in regards to literacy instruction.
- Students will be introduced to issues relevant to present-day immigration patterns in a global context.
- Students will enhance their appreciation for creative expressions of diverse cultures in the community.
- Students will think about and develop a philosophy of multicultural education.
- Students will be exposed to and have the opportunity to examine and discuss children’s literature with multicultural themes from various countries.
- Students will understand their role as agents of social change and consider their role as a global citizen.
- Students will examine educational issues related to immigrants, refugees, and students learning Standard American English.

Course Policies

1) CLASS PARTICIPATION— Class participation signifies reading assigned materials and participation in class activities and discussions based on readings.

2) ATTENDANCE— Regular attendance is mandatory in this course. I automatically approve two absences from this course, for whatever reason (no documentation needed). Each absence beyond two will result in a deduction of five percentage points in your final grade.

3) SUBMITTING ASSIGNMENTS— All assignments are due on days listed in the syllabus. Papers and projects must be typed, double-spaced with one-inch margins all around, in APA format, and stapled.

Assignments

Tests—There will be two tests in this class that are based on class readings.

2) Critical Media Literacy Paper—This paper is a critical racial analysis of the movie, *The Blind Side*.

3) Participation in a Multicultural Event— I will be announcing several multicultural events, including events representing a global perspective, throughout the semester. To receive credit for this assignment, you need to attend one of these events and turn in a two-page write-up on the event.

4) Multicultural Book Review— This assignment entails that you read and analyze 3 children’s picture books, 1 chapter book, and 1 young adult novel that reflect critical multicultural content. Books should reflect multicultural content from national and international perspectives.

Grading

Test 1.....	20 points
Critical Media Literacy Paper.....	35 points
Test 2.....	20 points

Multicultural Book Review.....20 points

Participation in a Multicultural Event.....5 points

Total: -----
100 points

Final grades will be determined on the following point values:

90-100	A
80-89	B
70-79	C
60-69	D
59 & below	F

Students With Disabilities

In accordance with university policy and federal law, all members of the university community are responsible for ensuring that students are not discriminated against because of a disability. To accomplish this goal, reasonable and appropriate academic accommodations may be necessary for qualified students with disabilities. The Office of Disability Services will coordinate with faculty members to facilitate necessary accommodations for students with disabilities.

Class Schedule

Week 1

Course Introduction

Theme: The State of Education: Latinos

Reading: The Crisis and the Context (pgs. 15-53).

Week 2

Theme: The State of Education: African Americans

Reading: There Is No Achievement Gap At Birth (pgs. 3-25).

Week 3

Theme: The State of Education: GLBT Youth

Reading: School Experiences of Gay, Lesbian, Bisexual and Transgender Youth (pgs. 53-66).

Theme: Structural Inequities

Reading: Structural and Organizational Issues in Classrooms and Schools (pgs. 108-139)

Week 4

Theme: Approaches to Multicultural Education

Reading: Affirmation, Solidarity and Critique: Moving Beyond Tolerance in Education (pgs.18-29).

Theme: Race

Reading: Race as Biology is Fiction, Racism as a Social Problem is Real (pgs. 16-26).

Week 5

Theme: Critical Media Literacy

Reading: Critical Media Literacy in Middle School: Exploring the Politics of Representation (pgs. 364-373).

Reading: Shrek 2: An Appraisal of Mainstream Animation's Influence on Identity Construction between African American and Latinas/os (pgs. 5-21).

Homework: Bring in a media image that supports racial constructs.

Film: *Latinos Beyond Reel: Challenging a Media Stereotype.*

Week 6

Readings: Bias in Children's Movies: Pocahontas (pgs. 132-136) & Arab Stereotypes and American Educators (pgs. 138-142).

Film: *Reel Bad Arabs: How Hollywood Vilifies a People*

Test 1

Week 7

Reading: *I Beat the Odds* by Michael Oher (pgs. ix-83).

Reading: *I Beat the Odds* by Michael Oher (pgs. 87-129).

Week 8

Reading: *I Beat the Odds* by Michael Oher (pgs. 133-236).

Critical Media Literacy Paper Due.

Week 9

Theme: Immigration and Education

Reading: *Illegal* by Bettina Restrepo

Week 10

Theme: Immigration and Education

Reading: Things I'll Never Say: Stories of Growing Up Undocumented in the United States (pgs. 500-507)

Skype Presentation: *The Effects of Migration on Families Left Behind in Mexico* by Ruth Trinidad Galvan at the University of New Mexico.

Week 11

Theme: Language

Reading: Bilingual Education: Talking Points (pgs. 178-185).

Reading: The Color of Language: The Racialized Educational Trajectory of an Emerging Bilingual Student (pgs. 335-353).

Week 12

Reading: The Profits of Language Brokering (pgs. 16-18).

Theme: Evaluating Multicultural Children's Literature

Reading: Opening Doors: Visual and Textual Analyses of Diverse Latino Subcultures in Américas Picture Books (pgs. 27-35).

Week 13

Theme: Towards A More Critical Education

Examine Cultural Representations From Around The World

- Websites: <http://www.barbiecollector.com/showcase/category/dolls-world#pDollsoftheWorldCollectionp>.
- <http://www.cnn.com/2011/10/26/living/halloween-ethnic-costumes>.

Guest Presenter: The Diversity of India by Dr. Suparno Banerjee.

Reading: Black Ants and Buddhists: Chapters 1 & 2

Week 14

Reading: Black Ants and Buddhists: Chapters 3 & 4

Presentations: Student-authored multicultural children's book and student-made multicultural doll.

Reading: Black Ants and Buddhists: Chapters 5 & 6

Week 15

Reading: Black Ants and Buddhists: Chapters 7 & 8

Last day to turn in 2-page write-up on a multicultural event.

Test 2

Week 16

Multicultural Book Reviews Due. Critical Literacy Book Circles.

Transformed Course Syllabus 2010

RDG 4320: Literacy Education for Culturally and Linguistically Diverse Children

***This course was transformed as a result of attending the **Multicultural Curriculum Transformation and Research Institute**.

Reading 4320

Literacy Education for Culturally and Linguistically Diverse Children
Tuesdays and Thursdays 2:00-3:20pm
ED 1005
Fall 2010

Instructor: Dr. Charise Pimentel
E-Mail: Charise.Pimentel@txstate.edu
Office: ED 3032
Office Phone: 245-3678
Office Hours: Tuesdays and Thursdays 1:00-2:00pm & 3:30-4:30pm and by appointment

Texts

Lee, E., Menkart, D., & Okazawa-Rey, M. (Eds.), (2008). *Beyond Heroes and Holidays: A Practical Guide to K-12 Anti-Racist, Multicultural Education and Staff Development*. Washington DC: Teaching For Change.

Selected Readings

Other selected readings for this course are available on TRACS. Please download and print all readings posted on TRACS under resources.

Overview

This course focuses on issues and trends in the education of children from diverse language and/or cultural backgrounds. Course topics include second language acquisition, cultural awareness, and culturally relevant instruction and effective teaching practices.

Course Objectives:

- 1) Demonstrate an understanding of sociocultural theories and their relation to language and literacy.
- 2) Develop a strong foundation in critical literacy.
- 3) Comprehend the importance of culturally responsive teaching in language and literacy instruction.
- 4) Understand the political climate for language learning and bilingualism in the U.S., as well as globally.
- 5) Demonstrate an understanding of the particular literacy needs of English Language Learners as they acquire a new language.

Course Policies

- 1) CLASS PARTICIPATION— Class participation signifies reading assigned materials and participation in class activities and discussions based on readings.
- 2) ATTENDANCE— Regular attendance is mandatory in this course. Each absence beyond two will result in a deduction of five percent points in your final grade.
- 3) SUBMITTING ASSIGNMENTS— All assignments are due on days listed in the syllabus. Papers and projects must be typed, double-spaced with one-inch margins all around, in APA format, and stapled.

Assignments

- 1) Rewriting History Project— This assignment requires that you rewrite a piece of U.S. history. For this assignment, we will focus on rewriting Thanksgiving stories for children. This project is due September 28th.
- 2) Rewriting History Presentation— You will present your Thanksgiving stories to the larger class. These presentations are scheduled for September 28th & 30th.

- 3) Critical Literacy Project— This is a 4-5 page paper in which you critically analyze the children’s book: *The Princess and the Frog*. This assignment is due October 14th.
- 4) Critical Literacy Book Circles— By participating in a Critical Literacy Book Circle, you and your group members will identify a number of children’s books that are critical and multicultural. These book selections will be presented to the larger class on November 16th and 18th.
- 5) Language Learning Biography— This assignment requires that you write a narrative that examines your own language learning biography. These narratives will be presented to the larger class on November 2nd & 4th.
- 6) Quizzes— There will be three unannounced quizzes throughout the semester based on the assigned course readings.
- 7) Politics of Language Poster Session—This final assignment will require that you construct a three-panel poster on the politics of language. These posters will be presented to the larger class during a poster session on December 2nd.

Grading

Rewriting History Project.....	20 points
Rewriting History Presentation.....	10 points
Critical Literacy Project.....	20 points
Critical Literacy Book Circles.....	10 points
Language Learning Biography.....	5 points
Quizzes (3 @ 5 points each).....	15 points
Politics of Language Poster Session...	20 points
Total:	----- 100 points

Final grades will be determined on the following point values:

90-100	A
80-89	B
70-79	C
60-69	D
59 & below	F

Students With Disabilities

In accordance with university policy and federal law, all members of the university community are responsible for ensuring that students are not discriminated against because of a disability. To accomplish this goal, reasonable and appropriate academic accommodations may be necessary for qualified students with disabilities. The Office of Disability Services will coordinate with faculty members to facilitate necessary accommodations for students with disabilities.

Class Schedule

Week 1
 August 26
Course Introduction

Week 2

Theme: Multiculturalism

August 31

Readings: *Beyond Heroes and Holidays*: pgs. ix-xiv and 3-17.

September 2

Readings: *Beyond Heroes and Holidays*: pgs. 18-29 & 37-38.

Week 3

Theme: Critical Literacy

September 7

Readings: *Beyond Heroes and Holidays*: pgs. 124-137.

September 9

Readings: *Beyond Heroes and Holidays*: pgs. 138-144.

Week 4

September 14

Reading from TRACS: The Truth About the First Thanksgiving and Reading from *Beyond Heroes and Holidays*: p. 380.

September 16

Children's Literature Workshop: Thanksgiving Stories

Week 5

September 21

Reading from TRACS: "What Could I Say?" A Critical Discourse Analysis of the Construction of Race in Children's Literature" (Rogers & Christian).

September 23

Reading from TRACS: "Seeing White: Children of Color and the Disney Fairy Tale Princess" (Hurley)

Week 6

September 28

Rewriting History Project Due
Presentations

September 30

Rewriting History Project Presentations

Week 7

October 5

Reading from TRACS: "First Graders and Fairy Tales: One Teacher's Action Research of Critical Literacy" (Bourke)

Theme: Language

October 7

Readings: *Beyond Heroes and Holidays*: pgs. 146-165.

Week 8

October 12

Readings: *Beyond Heroes and Holidays*: pgs. 166-190.

October 14

Tomás Rivera Book Award Ceremony
Critical Literacy Paper Due

Week 9

October 19

Reading from TRACS: "The Color of Language: The Racialized Educational Trajectory of an Emerging Bilingual Student" (Pimentel)

October 21

Reading from TRACS: "The Profits of Language Brokering" (Pimentel)

Week 10

October 26

Writing Language Learning Biographies

October 28

Reading from TRACS: Bilingual Education: Talking Points

Week 11

November 2

Presentations: Language Learning Biographies

November 4

Presentations: Language Learning Biographies

Week 12

November 9

Theme: Activism and Preschool Children

Readings: *Beyond Heroes and Holidays*: pgs. 193-197.

November 11

Readings: *Beyond Heroes and Holidays*: pgs. 198-214.

Week 13

November 16

Critical Literacy Book Circles

November 18

Critical Literacy Book Circles

Week 14

November 23

Work on Final Project

November 25

Thanksgiving Break

Week 15

November 30

Theme: Holidays and Heritage

Readings: *Beyond Heroes and Holidays*: pgs. 373-378 & 382-389

December 2

Politics of Language Poster Session

Course Readings on TRACS

- Bourke, R. T. (2008). First graders and fairy tales: One teacher's action research of critical literacy. *The Reading Teacher*, 62(4), 304-312.
- Hurley, D. L. (2005). Seeing White: Children of color and the Disney fairy tale princess. *The Journal of Negro Education*, 74(3), 221-232.
- Loewen, J. W. (2007). *Lies my teacher told me: Everything your American history textbook got wrong*. New York: Touchstone

- Pimentel, C., & Sevin, T. (2009). The profits of language brokering. *Language Magazine: The Journal of Communication & Education*, 8(5), 16-19.
- Pimentel, C. (In Press). The color of language: The racialized educational trajectory of an emerging bilingual student. *Journal of Latinos and Education*.
- Rogers, R., & Christian, J. (2007). 'What could I say?': A critical discourse analysis of the construction of race in children's literature. *Race, Ethnicity, and Education*, 10(1), 21-46.

Documentation of Course Improvement Over Time

Student Evaluations

***As the following quantitative and qualitative course evaluations demonstrate, my students have awarded me increasingly strong evaluations over time. As can be seen in the quantitative data, for example, out of a maximum 5.0 scale, my scores have increased over time (4.31 for Spring 2011; 4.32 for Fall 2011; 4.81 for Spring 2012; and 4.98 for Fall 2013). Overall qualitative comments have improved over time as well.

Spring 2011

Evaluation for: 4320 . 251 PIMENTEL

All course levels

Item(s) 1- 22 had 5 response options (A,B,C,D,E)

Q	E	Frequencies					Mean			Valid Responses			Standard Deviation			Q
		D	C	B	A	Sect	Cr	Dept	Sect	Cr	Dept	Sect	Cr	Dept		
1	0	0	7	5	23	4.46	4.06	4.70	35	65	3194	0.82	0.99	0.74	1	
2	0	0	8	5	22	4.40	3.92	4.66	35	65	3195	0.85	0.94	0.74	2	
3	0	3	7	3	22	4.26	4.00	4.61	35	65	3195	1.07	1.03	0.82	3	
4	0	1	7	6	21	4.34	3.12	4.38	35	65	3188	0.91	1.42	1.04	4	
5	0	1	7	3	23	4.41	3.91	4.46	34	65	3188	0.92	1.04	0.95	5	
6	0	0	8	6	21	4.37	3.59	4.40	35	65	3189	0.84	1.16	1.01	6	
7	0	1	5	7	22	4.43	2.92	4.37	35	65	3190	0.85	1.40	1.06	7	
8	0	2	11	5	17	4.06	3.43	4.33	35	65	3192	1.03	1.18	1.05	8	
9	0	0	7	5	22	4.44	3.97	4.52	34	65	3188	0.82	1.02	0.86	9	
10	0	0	9	5	21	4.34	4.00	4.51	35	65	3189	0.87	1.05	0.92	10	
11	0	1	9	6	19	4.23	4.15	4.64	35	65	3192	0.94	1.01	0.80	11	
12	0	1	9	5	20	4.26	3.72	4.55	35	64	3148	0.95	1.13	0.86	12	
13	1	2	7	2	23	4.26	3.95	4.57	35	65	3189	1.15	1.24	0.90	13	
14	0	2	6	6	21	4.31	3.73	4.50	35	65	3180	0.96	1.15	0.93	14	
15	0	2	6	4	23	4.37	3.78	4.40	35	64	3175	0.97	1.20	1.03	15	
16	0	3	7	3	22	4.26	3.64	4.41	35	65	3189	1.07	1.24	1.03	16	
17	2	2	5	5	21	4.17	3.97	4.57	35	65	3185	1.22	1.21	0.88	17	
18	0	0	6	5	24	4.51	4.20	4.70	35	64	3182	0.78	0.99	0.76	18	
19	0	2	7	4	22	4.31	3.53	4.50	35	65	3184	0.99	1.21	0.98	19	
20	1	0	9	3	22	4.29	4.01	4.64	35	65	3185	1.05	1.10	0.81	20	
21	1	2	5	3	23	4.32	4.09	4.65	34	64	3163	1.12	1.17	0.83	21	
22	1	2	7	3	22	4.23	3.98	4.59	35	62	3137	1.14	1.18	0.88	22	

Subsections (sub-scales) - Evaluations with missing responses removed from subscale
 Overall (1-22) 4.31 | 3.84 | 4.54 33 | 59 | 3028

Professor: Pimentel Semester & Year: Spring 2011 Course: POG 4320

Student Comments

Directions: Write your comments in the boxes.

This sheet will be shared with the professor after the completion of the course.

23. What was most useful about this course?

I liked learning about different cultures & the way people around the world see them.

24. Comments on the professor's instructional style:

I liked that the instructions were clear.

25. Suggestions for improving this course:

I think the class was great & doesn't need improving.

26. Something else that I would like to say to this professor is:

Thanks for opening up my eyes to different ways of teaching, & I'll definitely recommend you! :))

Fall 2011

Evaluation for: 4320 . 1 PIMENTEL All course levels

Item(s) 1- 22 had 5 response options (A,B,C,D,E)

Q	E	Frequencies					Mean			Valid Responses			Standard Deviation			Q
		D	C	B	A	Sect	Cr	Dept	Sect	Cr	Dept	Sect	Cr	Dept		
1	0	3	5	6	39	4.53	4.42	4.76	53	31	3190	0.89	0.86	0.60	1	
2	0	1	8	7	37	4.51	4.29	4.72	53	31	3187	0.82	0.91	0.64	2	
3	0	4	4	8	37	4.47	4.61	4.66	53	31	3187	0.93	0.86	0.74	3	
4	0	2	8	13	30	4.34	3.93	4.45	53	31	3179	0.88	1.01	0.94	4	
5	1	4	6	9	33	4.30	4.57	4.52	53	31	3176	1.07	0.93	0.86	5	
6	1	2	5	13	32	4.38	4.35	4.44	53	31	3190	0.95	0.95	0.92	6	
7	2	0	8	8	35	4.40	3.80	4.46	53	31	3186	1.01	1.11	0.95	7	
8	4	7	5	13	24	3.87	4.22	4.37	53	31	3186	1.33	1.24	1.01	8	
9	0	2	6	11	34	4.45	4.59	4.56	53	31	3189	0.85	0.83	0.82	9	
10	2	2	5	9	35	4.38	4.49	4.57	53	31	3185	1.06	0.98	0.83	10	
11	0	1	7	13	32	4.43	4.67	4.68	53	31	3188	0.80	0.75	0.70	11	
12	0	1	9	9	33	4.42	4.39	4.58	52	29	3124	0.85	0.86	0.82	12	
13	6	5	2	14	26	3.92	4.76	4.56	53	31	3185	1.40	1.23	0.88	13	
14	1	1	11	6	32	4.31	4.52	4.53	51	31	3174	1.01	0.91	0.88	14	
15	2	1	9	12	27	4.20	4.23	4.41	51	31	3174	1.06	1.03	1.02	15	
16	4	3	7	15	24	3.98	4.25	4.44	53	31	3181	1.23	1.13	0.99	16	
17	4	2	3	9	35	4.30	4.87	4.59	53	31	3180	1.22	1.04	0.86	17	
18	1	3	7	11	31	4.28	4.52	4.75	53	31	3182	1.03	0.93	0.66	18	
19	3	2	11	10	27	4.06	4.09	4.55	53	31	3184	1.18	1.14	0.89	19	
20	2	3	5	8	35	4.34	4.75	4.70	53	31	3181	1.11	0.96	0.73	20	
21	4	2	4	6	37	4.32	4.62	4.67	53	31	3152	1.24	1.12	0.80	21	
22	2	3	5	10	31	4.27	4.77	4.62	51	31	3120	1.11	0.96	0.83	22	

Subsections (sub-scales) - Evaluations with missing responses removed from subscale
 Overall (1-22) 4.32 | 4.47 | 4.59 49 | 29 | 3008

Professor: Pimentel Semester & Year: Fall 2011 Course: RDG 4320

Student Comments

Directions: Write your comments in the boxes.
This sheet will be shared with the professor after the completion of the course.

23. What was most useful about this course?

I learned many of the reasons that certain students wind up more "successful" than others and I gained a much deeper respect for the diversity in culture that exists today.

24. Comments on the professor's instructional style:

She communicates well and assigns useful, meaningful readings.

25. Suggestions for improving this course:

No suggestions... best class I have ever taken.

26. Something else that I would like to say to this professor is:

She not only demonstrated a superior knowledge of her content area, but she also taught controversial material in spite of criticism from other students. I was able to broaden my own knowledge because of this.

Spring 2012

Evaluation for: 4320 . 251 PIMENTEL C All course levels

Item(s) 1- 22 had 5 response options (A,B,C,D,E)

Q	E	Frequencies					Mean			Valid Responses			Standard Deviation			Q
		D	C	B	A	Sect	Crts	Dept	Sect	Crts	Dept	Sect	Crts	Dept		
1	0	0	0	0	12	5.00	4.77	4.78	12	61	2950	0.00	0.57	0.63	1	
2	0	0	0	1	11	4.92	4.70	4.72	12	61	2950	0.29	0.65	0.67	2	
3	0	0	0	1	11	4.92	4.67	4.66	12	61	2946	0.29	0.61	0.77	3	
4	0	0	0	1	11	4.92	4.41	4.44	12	61	2941	0.29	0.87	0.98	4	
5	0	0	0	1	11	4.92	4.46	4.52	12	60	2935	0.29	0.82	0.88	5	
6	1	1	0	2	8	4.25	4.39	4.46	12	61	2943	1.36	1.02	0.95	6	
7	0	0	0	3	9	4.75	4.24	4.45	12	61	2939	0.45	1.00	0.97	7	
8	0	1	2	3	6	4.17	4.46	4.44	12	61	2938	1.03	0.88	0.97	8	
9	0	0	1	2	9	4.67	4.71	4.55	12	61	2938	0.65	0.64	0.86	9	
10	0	0	0	3	9	4.75	4.59	4.59	12	59	2937	0.45	0.68	0.83	10	
11	0	0	1	2	9	4.67	4.71	4.71	12	61	2943	0.65	0.59	0.69	11	
12	0	0	2	3	6	4.36	4.64	4.61	11	61	2899	0.81	0.71	0.80	12	
13	0	1	3	0	8	4.25	4.79	4.62	12	61	2936	1.14	0.70	0.82	13	
14	0	0	0	0	12	5.00	4.60	4.57	12	60	2933	0.00	0.67	0.86	14	
15	0	0	0	2	10	4.83	4.64	4.48	12	60	2924	0.39	0.65	0.97	15	
16	0	0	0	2	10	4.83	4.60	4.50	12	61	2932	0.39	0.67	0.94	16	
17	0	0	0	0	12	5.00	4.69	4.63	12	61	2934	0.00	0.58	0.81	17	
18	0	0	0	3	9	4.75	4.75	4.76	12	61	2931	0.45	0.57	0.63	18	
19	0	0	1	1	10	4.75	4.39	4.56	12	61	2932	0.62	0.91	0.90	19	
20	0	0	0	0	12	5.00	4.70	4.70	12	61	2931	0.00	0.57	0.72	20	
21	0	0	0	0	12	5.00	4.72	4.69	12	61	2915	0.00	0.57	0.79	21	
22	0	0	0	1	11	4.92	4.67	4.62	12	60	2885	0.29	0.62	0.85	22	

Subsections (sub-scales) - Evaluations with missing responses removed from subscale
 Overall (1-22) 4.81 4.63 4.61 11 56 2781

Professor: Pimentel Semester & Year: Spring 2012 Course: Rdg 4320

Student Comments

Directions: Write your comments in the boxes.

This sheet will be shared with the professor after the completion of the course.

23. What was most useful about this course?

The class discussions were very helpful and being able to really come together as a class to really hone in on the material was a very great ~~be~~ ~~exp~~ experience.

24. Comments on the professor's instructional style:

The lecture style was great, it was informative, hands on, and well detailed.

25. Suggestions for improving this course:

None, this class was ~~of~~ great value and needed no changes.

26. Something else that I would like to say to this professor is:

I really loved the day the professor taught on bilingualism, it really gave the class a sense of how class is like for ESL students!

Fall 2013

Evaluation for: 4320 . 6 PIMENTEL CHARISE All course levels

Item(s) 1- 22 had 5 response options (A,B,C,D,E)

Q	E	Frequencies				A	Mean			Valid Responses			Standard Deviation			Q
		D	C	B			Sect	Crse	Dept	Sect	Crse	Dept	Sect	Crse	Dept	
1	0	0	0	0	26	5.00	3.57	4.65	26	111	2929	0.00	1.32	0.82	1	
2	0	0	0	0	26	5.00	3.65	4.59	26	111	2930	0.00	1.29	0.83	2	
3	0	0	0	0	26	5.00	3.72	4.55	26	111	2928	0.00	1.25	0.91	3	
4	0	0	0	0	26	5.00	3.02	4.32	26	110	2924	0.00	1.42	1.10	4	
5	0	0	0	0	26	5.00	3.37	4.38	26	110	2919	0.00	1.25	1.02	5	
6	0	0	0	1	25	4.96	2.97	4.30	26	111	2931	0.20	1.43	1.09	6	
7	0	0	0	1	25	4.96	2.45	4.27	26	111	2930	0.20	1.62	1.17	7	
8	0	0	0	2	24	4.92	3.06	4.25	26	111	2928	0.27	1.42	1.11	8	
9	0	0	0	0	26	5.00	3.82	4.48	26	111	2930	0.00	1.24	0.94	9	
10	0	0	0	0	26	5.00	3.74	4.46	26	111	2921	0.00	1.24	0.96	10	
11	0	0	0	0	26	5.00	4.11	4.64	26	111	2931	0.00	1.07	0.78	11	
12	0	0	0	1	25	4.96	3.85	4.53	26	110	2879	0.20	1.16	0.89	12	
13	0	0	0	2	24	4.92	3.81	4.52	26	111	2924	0.27	1.34	0.94	13	
14	0	0	0	0	25	5.00	3.47	4.42	25	110	2914	0.00	1.29	1.03	14	
15	0	0	0	0	26	5.00	3.31	4.33	26	110	2908	0.00	1.34	1.12	15	
16	0	0	1	1	24	4.88	3.21	4.36	26	111	2924	0.43	1.32	1.09	16	
17	0	0	0	0	26	5.00	3.48	4.51	26	111	2925	0.00	1.42	0.96	17	
18	0	0	0	1	25	4.96	4.08	4.67	26	111	2926	0.20	1.09	0.79	18	
19	0	0	0	1	25	4.96	2.92	4.41	26	111	2923	0.20	1.49	1.07	19	
20	0	0	0	0	26	5.00	3.58	4.59	26	111	2924	0.00	1.31	0.90	20	
21	0	0	0	0	26	5.00	3.68	4.59	26	111	2905	0.00	1.29	0.91	21	
22	0	0	0	0	25	5.00	3.35	4.51	25	109	2879	0.00	1.35	0.99	22	

Subsections (sub-scales) - Evaluations with missing responses removed from subscale
 Overall (1-22) 4.98 | 3.47 | 4.48 24 | 106 | 2763

Professor: Dr. Pimentel Semester & Year: Fall 13 Course: 4320

Student Comments

Directions: Write your comments in the boxes.

This sheet will be shared with the professor after the completion of the course.

23. What was most useful about this course?

Everything! I learned so much in this class and so thankful for it, she elaborated on each lesson strongly. All the readings were enjoyable.

24. Comments on the professor's instructional style:

Great! Love the diversity and how she shares her experiences.

25. Suggestions for improving this course:

Less readings... jk ☺

26. Something else that I would like to say to this professor is:

Thank you for everything. You truly are inspiring and I hope that when I teach, I am enthusiastic as you are.

Assignment

for:

RDG 4320: Literacy Education for Culturally and Linguistically Diverse Children

Critical Media Literacy Paper

RDG 4320

This paper is a critical, racial analysis of the movie, *The Blind Side*. In this paper, you are to examine how racial constructs are supported through character development in *The Blind Side*. You are to use Oher's autobiography, *I Beat The Odds*, as a supportive text to your analysis. Within the theme of **Character Development**, it is often the case that White character roles are fully developed and people of color are underdeveloped and depicted as one-dimensional characters. In what ways does the movie, *The Blind Side*, reinforce this pattern of character development and what are the implications of your analysis?

This paper will be graded on the following criteria:

1. Ability to critically examine character development with a racial lens.
2. Extent to which you support your analysis with data from the movie. This data can include references to the images, dialogue, storyline, camera techniques, etc.
3. Ability to discuss the significance of your analysis. How do the examples in your analysis impact our society?
4. Use of Michael Oher's, *I Beat The Odds* as a supporting text to your arguments on character development.
5. Overall effectiveness of paper, including editing, organization, and page length.

Page Length: 4-5 written pages

Due Date: **March 31st**

Graded Assignments

for:

RDG 4320: Literacy Education for Culturally and Linguistically Diverse Children

Paper 1

Critical Media Literacy Paper

~~Andrey Meadows~~

10/15/13

The manner in which characters are portrayed and developed in a film determine the entire meaning of the film. The lack of detail provided about a character can misdirect the way a film is interpreted. The Blind Side is a movie about Michael Oher's high school football career and progression into college. The film was advertised as "based on a true story." However, the way in which the filmmaker developed the numerous characters in the film is inadequate. Many aspects of The Blind Side don't depict the same stories as Michael Oher's autobiography, I Beat The Odds. Scenes from the movie range from underdeveloped character portrayal, racist mis-documentations, to fictional dramatization. A film that is meant to tell the inspiring story of a young man's perseverance to ^{succeed} success is turned into a misrepresented tale of his inability to survive without the Tuohy's hospitality. The movie insufficiently portrays Michael Oher's past experiences, dreams, and intelligence. The actor portraying Michael Oher can hardly be considered the main character of the film considering he had a minimum amount of lines. It's difficult to deem this film as a true story when the main character is so poorly developed. *strong statement*

One clear example of poor character development is present by the opposite outcome in two similar scenarios in the film. Near the beginning of the film, we see Oher casually approaching the playground at Wingate High School towards two young girls on the swing set. His attire is incredibly grungy and unbecoming. Michael's face has a look of confusion and uncertainty. He seems to unintelligently stumble upon the young girls in hopes to befriend them. However, he walks up confused and seems unable to communicate with them. These two girls show more sophisticated social skills than Oher, even though they are about ten years younger. The girls quickly proceed to slide off of their swings and walk the opposite direction from Oher. This scene reoccurs later in the movie after Michael Oher had been living with the Tuohys. However, the outcome of the same social interaction is incredibly different. The second time we

see Oher approach these girls on the swing set, he is outgoing, friendly, and confident. He says hello with a smile and wave rather than a confused face. Also, this time the two peers are accepting of his greeting and even ask him to help push them on the swing. The filmmakers portray the exact same characters in the exactly same scenario, yet with extremely opposite outcomes. It manipulates the audience to believe that Oher lacked all proper social skills before meeting the Tuohys, leaving them to teach him the social skills he later exemplifies in the movie.

strong word choice

The scenes implied that Michael Oher would have never been accepted by society if he wasn't taken in by the Tuohys. The young girls were not accepting of his friendship before he knew the Tuohy's. Yet, after he became a part of their family, the two girls were longing for his friendship and interaction. This character development makes it seem as if Oher lacked all social skills until he met the Tuohys. It falsely leads audiences to view Michael as incapable of simple social interactions. However, he tells about having many friends in his autobiography. He grew up moving from apartment to apartment forcing him to interact with many diverse groups of people.

good

nice reference to the book.

He developed social skills throughout his youth just as an upper class child would. This small, yet key piece of information being implied by the film's scene gives audiences an incomplete depiction of Michael Oher's true self. He would be able to approach two schoolmates and start friendly conversation without the guidance of the Tuohy family. In his novel, he speaks about playing pickup football and basketball games with neighboring children. Also, he stayed with friends during his mother's drug relapses. In I Beat The Odds he also explains his experiences selling newspaper on the street for funds. Any man capable of selling to complete strangers on the corner of a street would be more than capable of socializing with peers. Those situations require simple social skills, therefore proving that in reality Oher wasn't an incompetent

great contrast between movie + Oher's book

socializer. The lack of character development in this scenario proves to make Oher look unintelligent and illiterate and the Tuohys to appear as heroes.

Strong Statement

Another example of the film misrepresenting Michael Oher's character is fifty-two minutes into *The Blind Side*. Oher is at his "first" football practice and is struggling to understand the concept of blocking a player. This entire scene leads the viewers to believe that Oher is uninterested in playing football. The film makers never give Michael's character the chance to express his feeling about playing high school football. His character has few words to share throughout most of the movie. Therefore, audiences are left to make their own assumptions and conclusions about Oher's character based on the minuscule information they are given. During this scene Oher seems to lack the reword want to play the sport. He wanders around slowly, doesn't ask for any clarification, and seems unsympathetic when he ruins a play. Then, as if the scene doesn't make him seem unmotivated enough, they add a moment that practice is paused as Oher watches balloons in the sky. Towards the end of his first football practice, Michael actually stops blocking to gaze at balloon in the sky as if he were mesmerized. This entire moment in the film is completely over dramatized and inaccurate. A viewer would see this and deem Michael unmotivated. To their dismay, the adjective unmotivated is the last word used to describe Michael Oher in reality. Despite a difficult childhood, Oher was always motivated to build a better life for himself. He worked hard towards everything that he saw possibly helping his future. In his autobiography he says, "I would have found my way out of the ghetto one way or the other." He turned away from drugs and gangs at the young age of eleven after realizing there was a better life outside of the ghetto that he hoped to experience. Oher specifically emphasizes sports as his saving grace to escape his circumstances. Guiding film viewers to believe that Oher didn't want to work towards bettering his football ability is robbing the him of respect that he

yes!

reword

when

because

and childlike?

Good Point

(P. -)

robbing the

Strong analysis

deserves. He paved his way from the projects to the National Football League as a result of his hope and unshaken determination. This aspect of his character should be glorified as a major focus of the film about his life. This misunderstanding of Michael's character could have easily been avoided by adding in more valuable background information from his upbringing. Also, Oher's character could have simply expressed his desire to work hard towards a future. However, that entire aspect of Michael Oher's character is overlooked and left to be assumed.

Not only did the film provide poor development of Michael Oher's character, but also other characters through out *The Blind Side*. There is a scene in the movie with Leigh Anne Tuohy, Michael, and residents of Hurt Village. Leigh Anne is bringing Michael back to his housing complex to pick up clothes from his mother's residence. This is the first time Hurt Village is introduced to viewers, therefore it leaves a lasting impression of the town and it's residents. Before the audience even sees Leigh Anne's car pull into the parking lot, there is a short conversation between some of the residents. They are sharing a story about a stripper at the club from the night before. The bad thug says, "shawty gets to the top of the pole" and then suddenly ~~to~~ gets interrupted by the car pulling up. This small statement forms an assumption to viewers about people of color living in the projects. *great point* The group of male friends are casually engaged in a conversation about strippers. They are all smiling and seem to be enjoying the conversation about degrading women. It's not typical for friends to be sitting around outside telling stories of the previous ventures at a strip club. In fact, it creates assumptions about the males by making sure the audience is aware that they attend strip clubs in their spare time. The film makers were clearly trying to create an image for the type of people living in Hurt Village. However, it is over dramatized and racist. The film builds on this stereotype throughout the rest of the movie. They show the same males' obsession with sexualizing women in other scenes. For

Excellent!

example, he refers to Leigh Anne as a "snowflake." This same character also winks at her as she sits in the car waiting for Michael to gather his clothes. Later in the movie when Oher goes back and socializes with the group of males, the same man makes sexual jokes about Leigh Anne and her daughter Collins. These three scenes make up the majority of what viewers see of the men from Hurt Village. The only information provided for the audience about Hurt Village residents is that they are all people of color and sexualize women. This generalization forms a misconception of not only the residents, but mainly of Michael Oher and his family. *yes.*

The three examples of poor character development stated and explained are just a few of the many from the film, *The Blind Side*. Michael Oher is completely misrepresented by the character that film makers used to portray him. After critically analyzing scenes from the film, it is more than evident that major characteristics of Michael Oher were missing or misconstrued. The lack of Michael's character development leaves viewers with a false representation of who he truly is. This dissatisfactory development also results in the main role of the film straying away from Oher's inspiring story. Inadequate character development has major implications that follow. It forces audiences to make assumptions to fill in the blanks about a character. *The Blind Side* does a mediocre job developing Michael Oher's character, and it resulted in the film lacking accuracy.

*Great Analysis.
You effectively show
how the movie reinforces
racial constructs by
providing both a narrow
as well as a dehumanizing
portrayal of the characters
in Hurt Village.*

34/35

Paper 2

The Blind Side and Racial Constructs: A Media Analysis

Italicize
The Blind Side is a well-known and touching movie of how a well-to-do white family in Memphis, the Tuohys, takes in a young homeless black man, Michael Oher, and successfully gets him out of the slums and into college and later ^{into} on the NFL. That is the synopsis of the movie, without the Tuohys none of what Oher did would have been possible. This simple theme is the cornerstone of the movie and yet, in reality, it is over exaggerated almost to the point of falsehood. It is shown over and over from the people that the camera focuses on during key parts of the movie to how Oher interacts with other people when he is around his white affluent family or when he is by himself. Oher himself has stated that even though he truly appreciated all the help that the Tuohys have given him, he knew that he wanted to escape the ghetto and he was going to do it regardless. So why, in a story supposedly about his rise from a ward of the state living from home to home to a professional football player, was his character completely changed? *good question!* The movie, while touching and cinematically beautiful, completely misrepresented *yes.* one of the main characters past the boundaries of dramatic license in many ways.

One of the most blatant misrepresentations of Oher is shown when he begins his first football practice at Wingate. In the book, it is clear that Michael had studied football intensely and was already very knowledgeable about the game; he just needed some practice playing in such a structured setting. In the movie however, when he is first seen on the field he is carrying heavy objects and looks completely natural on the field with his teammates, so natural that the coach already assumes that Michael ~~will~~ *at* be a great player despite his knowledge that he has never played organized sports of this level. As they begin to run some plays, Michael is depicted

as a Paleolithic brute, strong and masculine but lacking in the ability to focus and show higher thinking skills, even pausing his practice to look at some balloons. Obviously Michael is not the natural talent that the coach was hoping for, which prompts Leigh Anne to take things into her own hands at the next practice we see. As Michael continues to show his inability to understand the game of football, Leigh Anne marches on to the field and compares the team to his family. So now, even in the sport that is to make him a star, everything he does ^S is for the Tuohys and not for himself. He does not protect his quarterback and tailback because he wanted to improve his game or because he had high hopes for college and possibly professional football later in his life. ^{Rather,} he protects them because football is an oversimplified version of being a bodyguard. Oher even mentions in his book that if he had stayed in Hurt Village, he would have most likely been sought out to be a bodyguard to members of gangs because of his size and appearance. Now that Michael has an oversimplified allegory of what he needs to do on the field, he begins to block amazingly and unleashing ^{es} the talent that everyone, perhaps except him, knew he possessed. After every block do we see Michael grin triumphantly through his helmet as it all falls into place and he realizes how great it is to make progress? No! After almost every tackle, the camera cuts to Leigh Anne cheering from the sidelines. It is almost as if everything good that Michael does can be and is attributed to her influence.

Another instance where Michael's whole character is seen to be completely derived from his time with the Tuohys is when he is questioned by the woman from the NCAA. In this scene, he says the line "can I leave now?" This is the very same line that he says at the beginning of the movie after his first class at Wingate. In fact, other than his quip about how white people are crazy for not locking up their basketballs, it is his first line in the movie. He even repeats the same motion, rubbing his hands against the tops of his thighs. This strikes as odd because

great attention to detail.

yes. This is a great example of how Leigh Anne's character is developed much more than Michael's.

throughout the movie Michael begins to open up and talk more and more. He is even showing more of his personality through speech, particularly during his football game when he exchanged with his coach about putting the other player on the bus. However, it is mostly to and around his affluent white family. When Leigh Anne tries to come into the room where the meeting was to be taking place and was denied, it is almost like Michael regressed. Without his family around he is just like he was before he went to Wingate, as if anything and everything he learned is tied to the Tuohys and when that tie is lost, even temporarily, he loses the ability to socialize and carry on a conversation. - strong point.

reword for clarity

In the next scene he storms off from Leigh Anne, and the audience is left to wonder where he is going. The series of events that happens next demonstrates how much the Tuohys are over represented in a movie that is supposed to be about the rise of Michael Oher. Though the audience is wondering where Michael is going to go after leaving Leigh Anne, the movie cuts to Leigh Anne and Sean safe in their home getting ready for bed. In that almost one minute scene they only talk about Michael's whereabouts and express concern for him in that way in the first and last line; everything else is about Leigh Anne and Sean's impact on his life and if it makes them good people. After this, we finally see what happened to Michael. He somehow got from what seemed to be downtown back to Hurt Village, and the audience does not get the insight as to how at all or why until later in the scene. In his book, Oher talked about never wanting to go back, especially not alone, because he had the fear that the ghetto would swallow him back up. Of course he does leave, after destroying the house and beating all the men up after they insult and threaten Leigh Anne and Collins, but we still see a side of Michael that we had not seen up to that point, and it is not his best side. As soon as he is separated from the Tuohys in the movie he is back in Hurt Village and is more impressionable than before, actually entering

good example how the physical placement of the camera affects the character development

until

one of the apartments and taking a sip of beer. Something that until that time we assumed was against his character because all this time he was around the Tuohys and other responsible role models. So why the sudden change of heart for Michael? Why let himself get into that situation? ~~Because~~ ^I if we look at what the movie is saying, he did not have a choice. Almost as if by divine intervention, the Tuohys stepped in and completely changed Michael and without them around he is just another kid in the ghetto getting caught up with a bad crowd. Because the movie does not address this issue in any other way, the audience is left to assume that if he had not been shuffled into Wingate by Big Tony and if the Tuohys had not taken him in, he would have just stayed in the ghetto and became a drug dealer or gang member. The implications of this are phenomenal. It is just like saying that any kid that wants to get out had better hope that a rich white family or a less worse off family comes and pulls them out because that is the only way out. The real Michael Oher was very much intrinsically motivated, and had plans to get out of Hurt Village long before the Tuohys came into his life. But because the audience does not get any insight into that side of his character, the viewers are left to their assumptions.

we find
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This is
the
White
Savior
syndrome

well
stated.

This continues the depiction that Michael is a lazy, unmotivated young man that would have wasted any potential he might have possessed had he not been taken in by the Tuohys. He is only motivated extrinsically by such things as keeping the Tuohys, the coach, and the people of Wingate happy. Also, it subtly creates the idea that the only reason that Michael succeeds in life is due to the influence of the Tuohys, particularly Leigh Anne, not because he had the will power and the talent to do it for himself. Because we do not get to see much about Michael's character or upbringing, the audience is left to assume that all the young men in Hurt Village are lazy, inept and downright unmotivated. ^{yes.} It is likely that the audience will also assume that it is their own fault for the situation that they are in. They are the reason that they are stuck in the

ghetto, not situational factors that happened before they had any control of their life. They are the reason that they are stuck in the ghetto, not a pattern of lacking resources and support throughout their lives. This assumption then becomes concrete and moves beyond the movie into what we see in countless media, from more fictional movies to the daily news, that constantly aim to enforce the idea that all young black men are undisciplined and lazy.

When this transition from media to real life occurs, problems arise in our society. In the school systems young black men are not succeeding as much as persons of other ethnicities and backgrounds. In a classic psychological study, it was shown that when teachers thought that certain students had characteristics that would make them achieve more they did achieve more, but only because the teacher's acted differently towards these "special" students. So if the media is constantly trying to tell people that young black men are undisciplined and unmotivated, then what are people to do with that information other than use it to some degree, subconsciously or not, to determine who will be the best in their classroom? Though the movie is cinematically beautiful and a representation of a touching story, the underdevelopment of Michael Oher and the overdevelopment of the Touhys creates racial constructs that can be harmful when converted into a real life societal context.

Provide reference

important implications.

Great examples - yes - that show how character development is different for whites and blacks. You identify important implications for this. Put a bit more time into editing your papers.

33/35

Assignment

for:

RDG 4320: Literacy Education for Culturally and Linguistically Diverse
Children

Rewriting History Project

RDG 4320

Dominant narratives on Thanksgiving have been critiqued for being inaccurate and ethnocentric. For this assignment, you are to draw from the historical writings of James Loewen in “The Truth about the First Thanksgiving,” to write and illustrate a children’s picture book on Thanksgiving from the perspective of Native Americans.

This assignment will be graded on the following criteria:

- 1. Critical Perspective:** To what extent does your story reframe the Thanksgiving story to represent the Native American perspective? Elements that address this critical perspective include: How is your story framed?; Whose voice does it represent?; Is the information in the story accurate and draw from the readings provided in class?; Does the title of the book represent the critical perspective of this story?; Do the images/illustrations complement and help deliver this critical telling of the Thanksgiving story? **(14 points)**
- 2. Components of a Children’s Picture Book:** Does your book have all the essential elements that make up a children’s picture book, including a cohesive narrative, relevant and well thought-out illustrations, a title, author, illustrator, cover, page numbers, binding, etc.? Also, pay attention to the economy of your words. Choose your words carefully. Picture books should have one sentence to one paragraph of text on each page. **(3 points)**
- 3. Overall Presentation:** The overall presentation of your book refers to the aesthetics of this project. Is the text typed and without editorial errors? Are the illustrations clear and in great enough detail to compliment the story? Overall, it needs to appear that you put in a great deal of thought, effort, and time into this project, rather than it being put together at the last minute. **(3 points)**

This project is due and will be presented to the class on **February 20th**.

Getting Started on your book

There are many decisions you need to make when writing a book. Here are some factors you can consider to get you started.

- **Fiction or non-fiction?**
- **Who is telling the Story?** A third person narrator, a baby, a child, an adult, an elder, an Indian with a disease, an animal, a tree, the sun, multiple people, animals, objects?
- **Form of Writing?** Is it a rhyming story, an alphabet story, a diary, a letter, a storyline with a plot, a historical telling of key points, a counting book, a countdown book, a calendar book, etc?
- **Setting?** Kitchen, car, classroom, outside, etc.? How does setting change as the story progresses?
- **Timeframe?** Past, present, future?
- **Content of Story?** What do you want to tell? How many people celebrate Thanksgiving now and how that relates back to historical events? The non-celebration of many native Americans and how that relates back to historical events? The historical re-telling of the actual events? How Thanksgiving is taught in school and how that may conflict with what some students know?
- **Illustrations?** Drawings, paintings, chalk, texture, cut-outs of construction paper, 3-D, cut-outs from computer images? Use your resources.

Graded Assignment

for:

RDG 4320: Literacy Education for Culturally and Linguistically Diverse
Children

***This is a children's picture book that was written and produced by a student
in my RDG 4320 class.

Chenoa's Necklace

A Story of a Wampanoag Girl



By Crystie Hooker

Chenoa's Necklace

A Story of a Wampanoag Girl

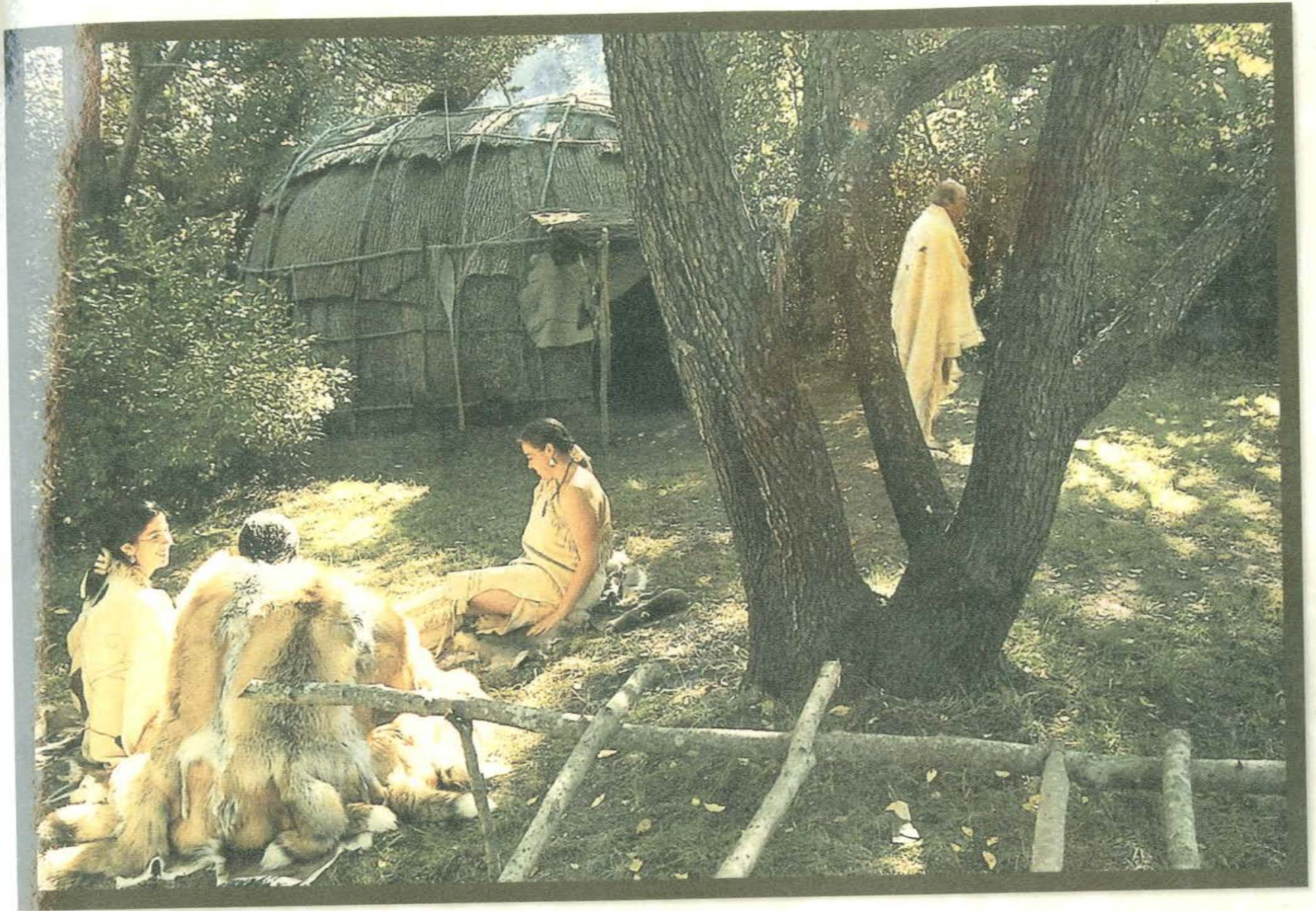


By Crystie Hooker

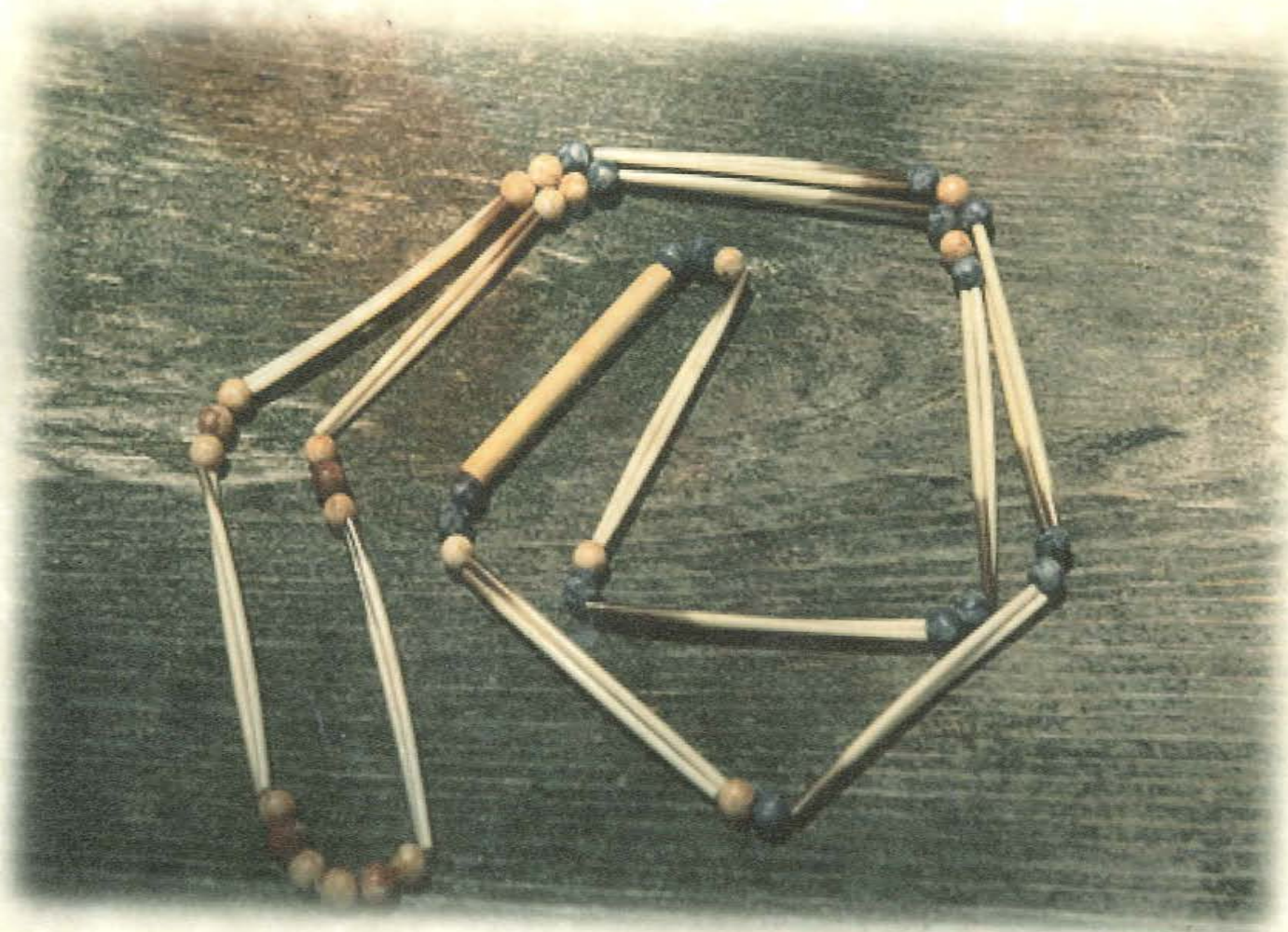
Photographs by Catherine O'Neill Grace, Margaret M. Bruchac, Russ Kendall, et al

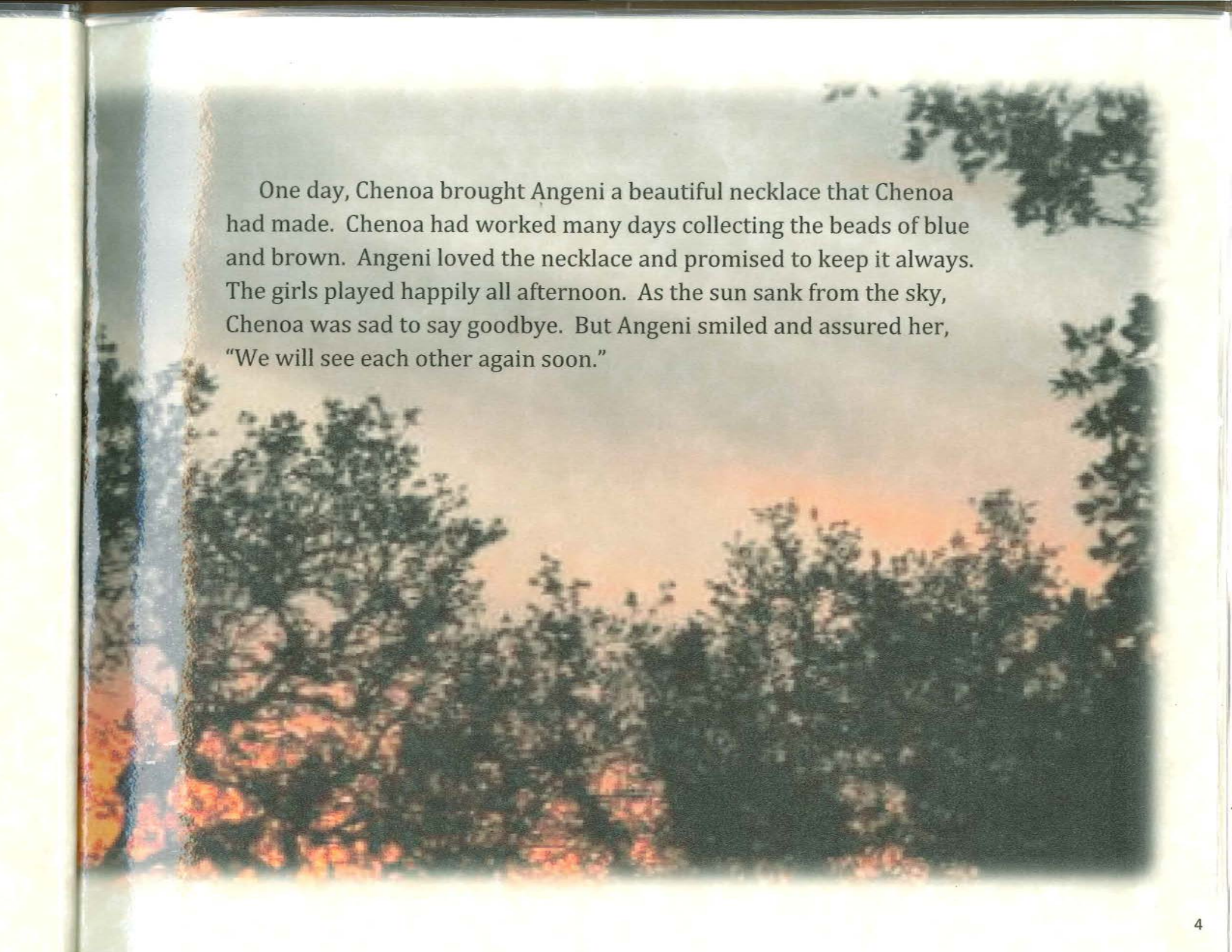


A long time ago, there lived a little girl name
Chenoa. She was a member of the Wampanoag
tribe. Her tribe was numerous and happy.
Chenoa was happy, too.

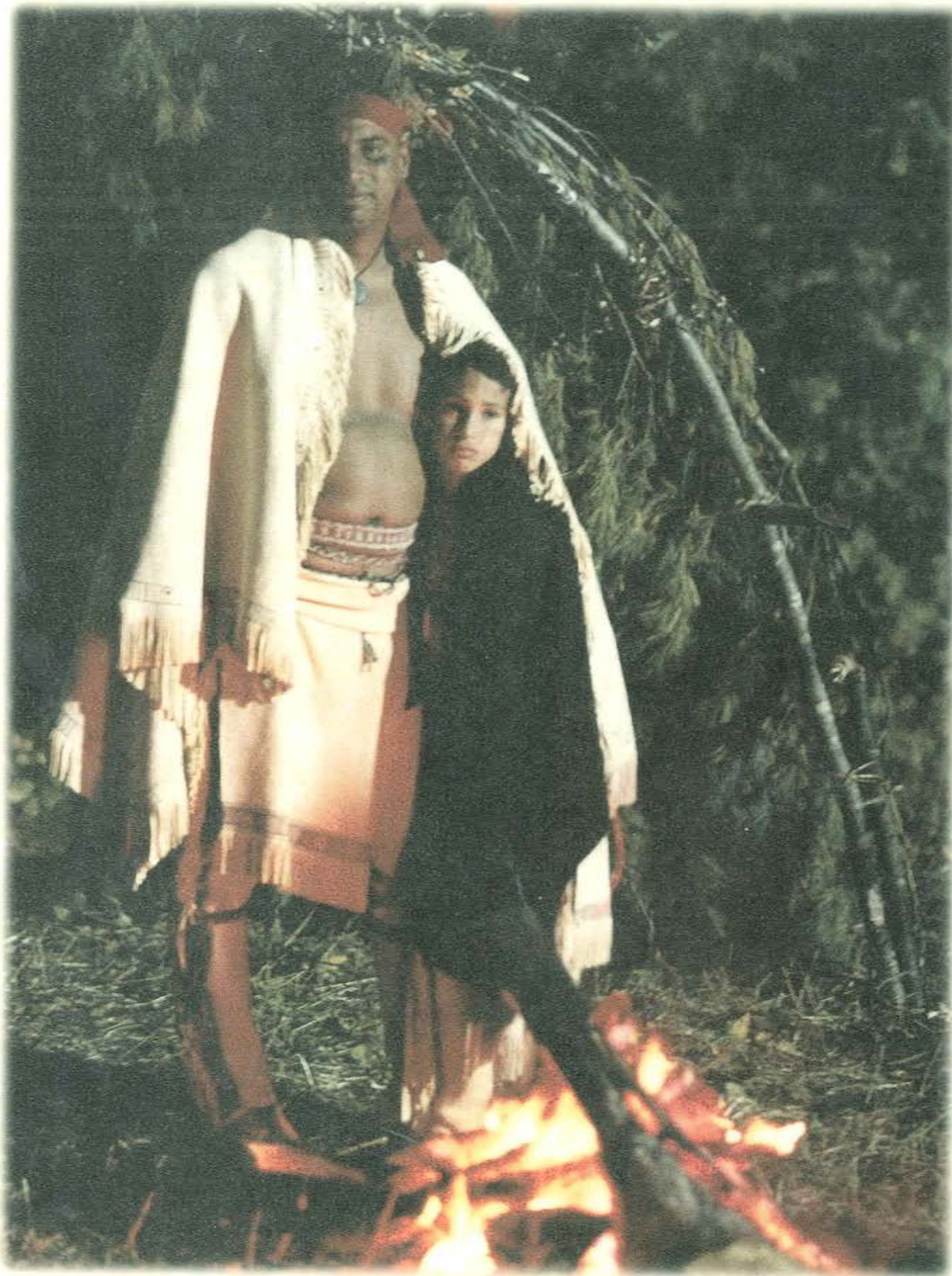


Her cousin and best friend, Angeni, lived in Pawtuxet, a nearby village. Chenoa visited often. The girls would help the women cook, play games with the other children, and make beautiful necklaces. Their days were full of joy and laughter.





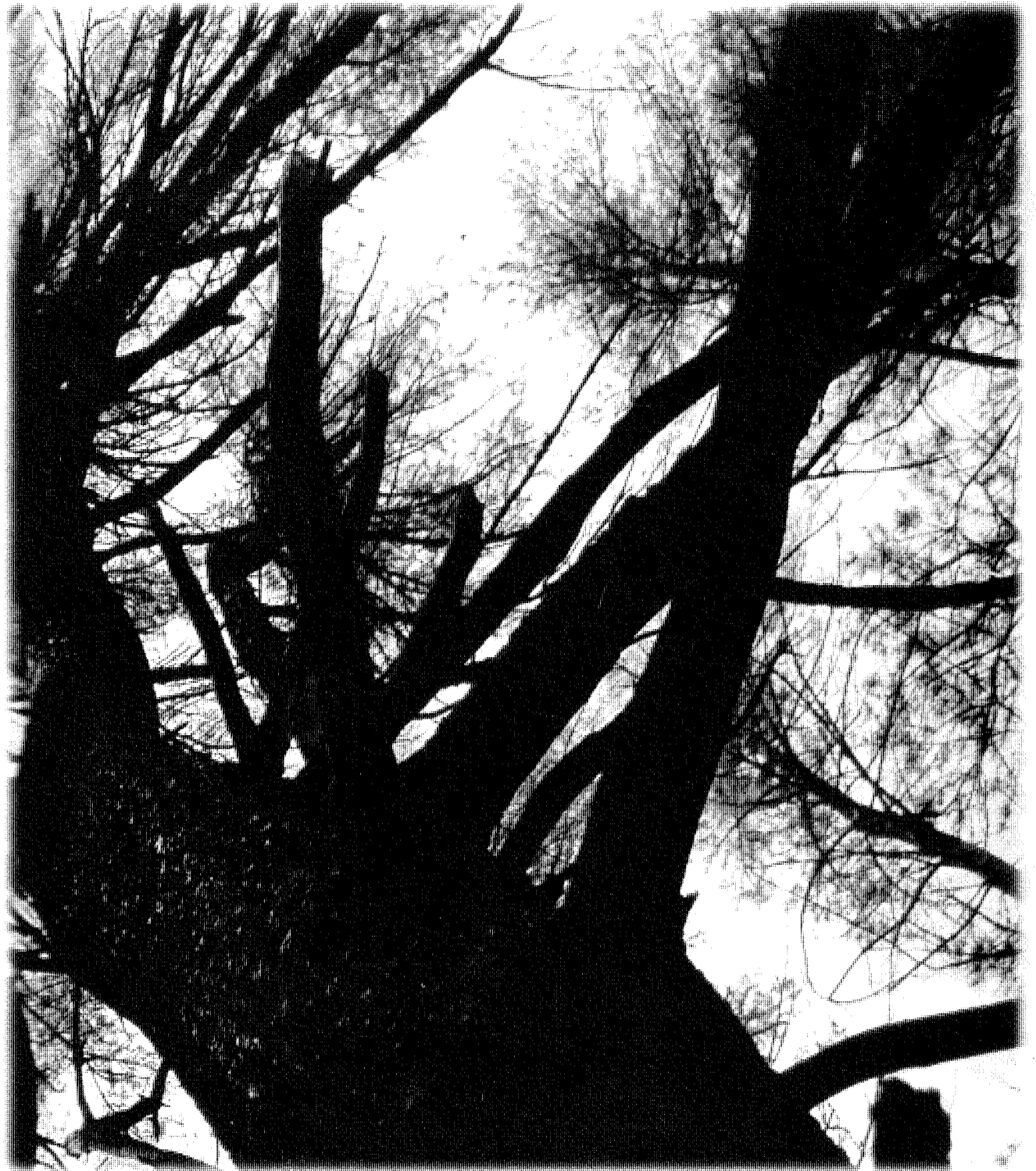
One day, Chenoa brought Angeni a beautiful necklace that Chenoa had made. Chenoa had worked many days collecting the beads of blue and brown. Angeni loved the necklace and promised to keep it always. The girls played happily all afternoon. As the sun sank from the sky, Chenoa was sad to say goodbye. But Angeni smiled and assured her, "We will see each other again soon."



But, shortly after their visit, the people of Pawtuxet became very sick and died. Many people lost their friends. One night, as she stood by the fire, Chenoa's father told her that Angeni did not survive the sickness. Chenoa's heart was filled with sadness.

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The Wampanoag
buried their dead and
abandoned the
village. Chenoa
found the necklace
she had given her
cousin, and buried it
with her beneath the
tall trees.



The tribe was no longer numerous and happy. Now, they were sad. At night when Chenoa went to bed, she could hear her parents and grandparents whispering. "The tribes surrounding us are so much stronger and we are so few," her mother fretted.

Chenoa waited for her father or grandfather to reassure her mother. But they remained silent. Chenoa was scared.

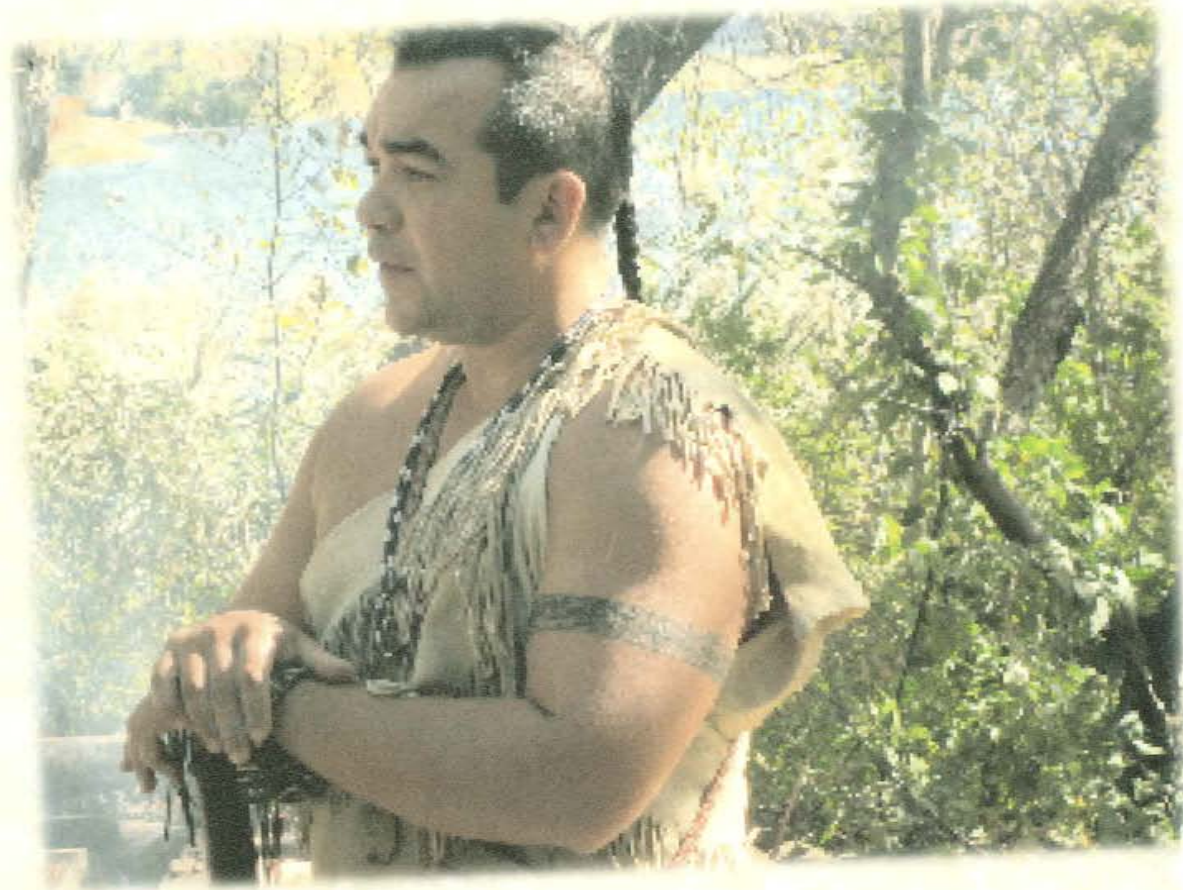




Seasons came and went. Chenoa was no longer such a little girl when a new people came from across the ocean. They had pallid complexions and wore strange clothes. They called themselves Pilgrims.



The Pilgrims settled on the land that had once been the village of Pawtuxet. They dug up the graves of the dead, taking the corn and beans that had been buried with them. The men in Chenoa's tribe were outraged, and the chief, Massasoit, sent out men to watch the Pilgrims.



Finally, the wise chief asked two men who spoke the

Pilgrims' language, Samoset and Squanto, to visit the Pilgrims. When Samoset and Squanto returned, they said that the Pilgrims came in peace. "They need our help," added Squanto. "They, too, have lost many of their people to sickness. They are not used to living in our land."



So, Chief Massosoit again sent men to meet with the Pilgrims, including Chenoa's father. The Wampanoag men agreed to teach the Pilgrims how to plant and fish. In return, the Pilgrims agreed to help protect Chenoa's tribe from unfriendly outsiders.

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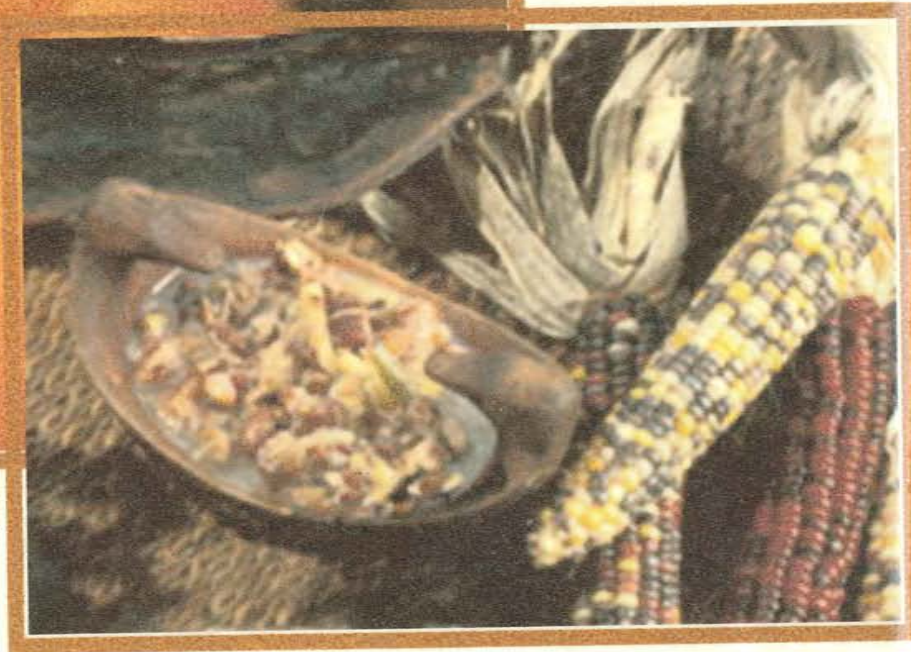
Sometimes, Chenoa would go with her father when he went to help the Pilgrims. The first time she went, Chenoa was shy and afraid. But eventually she met a Pilgrim girl named Sarah. Sarah was very different than Chenoa. Her hair was golden and her eyes were as blue as the sea. Chenoa's hair was dark and her eyes were warm and brown. They also spoke two different languages. Still, the girls became friends.



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Chenoa showed Sarah her dolls. She taught Sarah how to make beautiful necklaces. Sarah showed Chenoa graceful dances from her home far across the great water. Sometimes Chenoa helped Sarah with her chores. Chenoa was happy again.



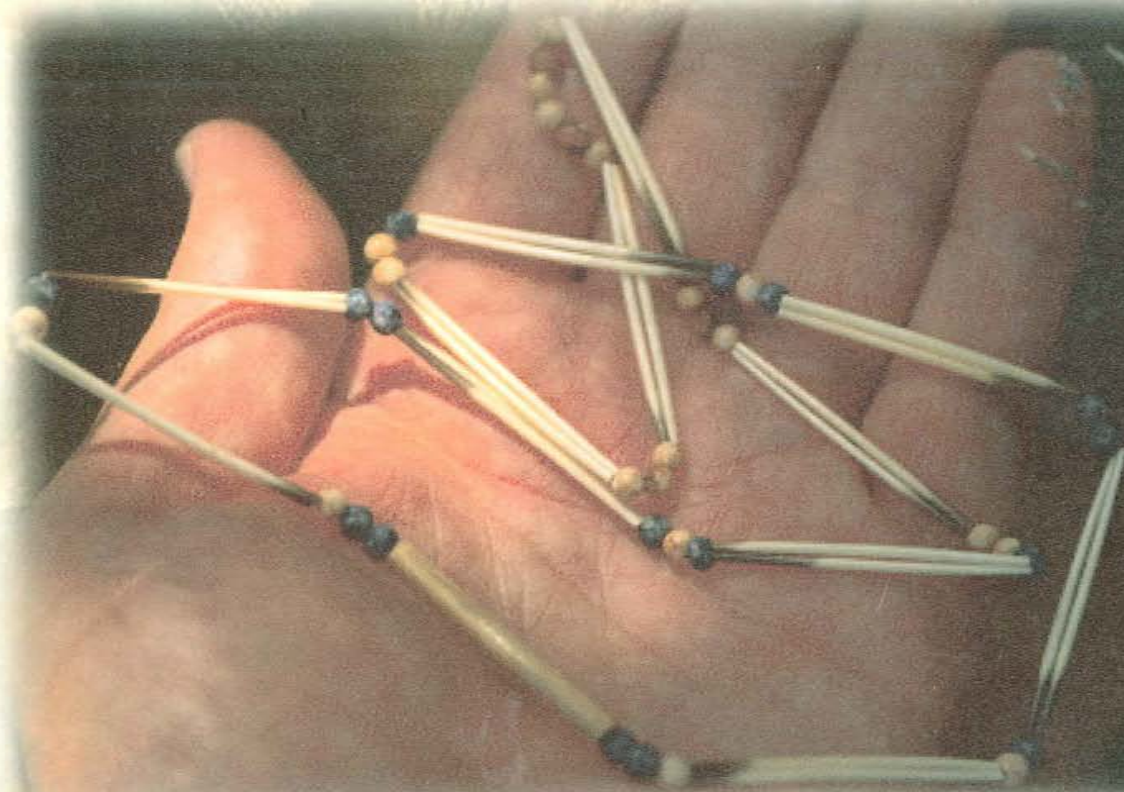
Soon, the air grew cooler, and the trees turned vibrant reds and golds. The fall harvest had arrived.



harvest



The Pilgrims invited Chenoa's people to celebrate together. Her tribe brought deer, turkeys, geese, ducks, clams, oysters, and fish. They had a huge feast with all kinds of food. There were so many people there! For three days, the Pilgrims and Chenoa's people celebrated and played games.



On the last day of the feast, Chenoa was playing with Sarah. Chenoa noticed that Sarah was wearing a beautiful necklace. The necklace looked very familiar to Chenoa. Suddenly, Chenoa recognized it as the necklace she had given Angeni before the great sickness came. Horrified, Chenoa realized the Pilgrims must have stolen it from the graves. Eager to have the necklace back, Chenoa offered to give Sarah one of the necklaces she was wearing for Angeni's necklace. Sarah accepted the offer.



There was laughter and merriment all around. Chenoa, however, suddenly became very sad. She and Sarah were still friends, but somehow Chenoa now knew that Sarah and the Pilgrims would never truly understand her people or their ways.

Amidst the celebration, Chenoa snuck away from the feast, unnoticed by anyone. Soon, she found the tree where she and Angeni had once played. Chenoa began digging in the cool soil with her hands until there was a tiny hole. When she was done, Chenoa gently placed the necklace in the hole and replaced the dirt. For a long time, she sat and thought about her friend.



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She returned to the feast, observing the smiling faces, both pale and brown. She wondered if the pilgrims and her people would ever truly understand and respect each other. Only time would tell.