

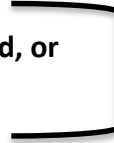
EDS/SOC 117 INVESTIGATIVE ASSIGNMENT GRADING GUIDE

25 points total

Section 1

Student talked to correct number of people specified in the assignment. Student summarized conversation with each person interviewed.

- Missing correct number of people interviewed, or
- Missing summaries of each interview



Minus 3 points

Section 2

Student used one interview from two different group members to compare similarities and/or differences to the student's interviews.

- Missing summary of one or both peers' interviews, or
- Missing comparison of one or both interviews, or
- Missing specific examples from one or both peers' interviews



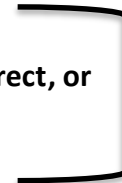
Minus 3 points

Section 3

Student uses his/her interviews, peers' interviews, and course material specified in the assignment instructions to discuss what he/she learned. The reading is very important. Points from the reading should reflect the main ideas/arguments, theory, or research results in the reading. This section should include:

- 2 main points from the reading
- 3-4 sentences to summarize each point from the reading (6-8 sentences total)
- Discussion of the reading in relation to interviews in Sections 1 and 2
- Refer to specific points in Sections 1 and 2 in the discussion of the reading

- Missing summary of two main points from the reading, or
- Summary of points from reading is too short, vague, confusing, incorrect, or
- Missing specific references to interviews in Section 1 and two peers' interviews in Section 2



Minus 2-4 pts

- Missing discussion of at least one reading



Minus 5 pts

Sample for Section 3

Thinking about my interviews, my peers' interviews, and the Ladson-Billings reading, "It's Not the Culture of Poverty, It's the Poverty of Culture: The Problem with Teacher Education," I have learned that culture is much more complicated than most people understand. Some of the interviews resembled common understandings of culture such as it never changes or it looks exactly the same for all members of a group. Culture is multidimensional and it can influence individuals in the same group in different ways. Culture also changes as people's environments, lives, experiences in the world change over time.

Ladson-Billings discusses the ways in which students in teacher credential programs explain poor kids' lack of success as a reflection of their cultural background. Ladson-Billings is trying to show how common cultural deficit beliefs are among teachers. For example, she describes how teacher education students explain poor kids' "disruptive" classroom behavior as the fault of their cultural backgrounds. Teachers explained that "difficult" kids have low self-esteem and act out because of their cultures. My interview with my two friends and my peer's interview with her co-worker were similar to the teachers' comments in the article. One of my friends said she believed that students get low grades because they choose to invest little to no effort in school. She explained that students' choices reflect a lack of exposure in their homes to values around the importance of education. My second friend's perspective was similar in that he also believes culture explains why certain ethnic groups are not successful in school compared to other groups. My peer's interview with her co-worker was somewhat similar. Her co-worker said that poor kids tend to have parents who work all of the time and can't spend much time with their children. Absentee parents mean kids are not being raised to feel confident and self-assured.

Ladson-Billings also discusses the way teacher education students tend to confuse race and culture. She says that, "Culture is regularly used as a code word for difference and perhaps deviance in the world of teacher education" (pg. 107). She is suggesting that teacher education students use culture to explain aspects of their students of color that are different from them or that they do not understand, such as the way their students speak or behave. My peer's interview with her aunt reflects Ladson-Billings' point. For example, she believes that most black males are athletes or rappers because their culture prioritizes sports and music. She didn't consider that perhaps discrimination blocks their access to other careers. However, one of my interviewees made a comment about culture and race that somewhat challenges Ladson-Billings. My cousin said that he tries to be conscious and respectful of people's cultural differences. He knows that many races are associated with stereotypes that come from society. To avoid giving people the impression that he sees them in stereotypical ways, he is more likely to refer to people's culture. For him, culture is broader than race. He used the example of a child being adopted by parents of a different race. That child will grow up learning the parents' culture. My cousin's example shows that one cannot automatically assume that someone is using culture as a substitute for race.