

## Resource Project

(200 points)



The purpose of this assignment is for each student to become mentally and physically involved in a cultural topic/issue, to become semi-experts on the issue, and extend this knowledge to others. This project is designed for you to develop a lesson, activity, or experience that will bring awareness and/or knowledge to others. In other words, this is your opportunity to learn, explore and educate those around you.

Choose a topic that interests you or that may have caught your attention at some time in class discussions. You may also choose a topic that we will discuss in the future (Dr. Valverde will provide a list). This is an opportunity for you to use your talents and creativity to become involved in or produce something of value. Ultimately, by taking a piece of information and making it accessible to others or participating in a cause, activity or movement is *practicum* (from the original title of the course).

Your project may fall into one of three categories or themes. Please read the following to give you a better idea about the design of the project.

### **Contributive Project:**

Help a class, peers, academic department, institution, business, or community become more culturally aware and inclusive about cultural concepts, ideas, approaches, information, and/or historical events. You may contribute to the daily operations of an existing entity by providing information and a resource that will benefit the cultural outreach to its intended audience (i.e., students, customers, patrons, clients, etc.). In other words, a contributive project is designed to create something that makes things better for others. Essentially, a contributive project is your attempt to contribute to the discourse of your topic/issue. Some projects may include, but are not limited to...

- Resource Directory
- Web page
- Lesson plans
- Book, unit or program
- Awareness campaign
- Event (i.e., lecture, readings, assembly, conference, lesson, etc.)
- Film (creative or documentary)
- A play
- Conduct a study (stats, opinions, surveys, documentation, etc.)
- *[your creative project]*

(see back)

## **Transformative Project**

Create a project that changes or challenges the basic assumptions of a cultural topic. This project allows others to view concepts, issues, themes, and problems from various perspectives and points of view. Focus on ideas that are considered harmful or questionable for society; an idea that needs changing. A transformative project expects to persuade thinking so expect this project to be somewhat controversial. Some projects, depending on their nature, may have an unexpected impact on its intended audience; be prepared for this. Your goal is to respectfully and creatively attempt to transform people's thinking.

- Art piece
- Multimedia presentation
- Exhibit
- Awareness program or event (i.e., lecture, readings, assembly, conference, lesson, etc.)
- Film (creative or documentary)
- A play
- A publication
- Conduct a controversial study (stats, opinions, surveys, documentation, etc.)
- *[your creative project]*

## **Social Action Project**

This resource project entails your direct participation in a social/cultural endeavor or movement. It includes all of the elements of the transformative project but requires you to take action related to your concept, issue, or problem. This project will require you to become directly involved with an issue for a period of several weeks/months. It may include volunteering with an established organization, creating an awareness campaign, or becoming an active advocate for a particular issue. This project is designed for individuals who feel passionate about their topics, enough to become involved and devote hours of participation. This project must demonstrate:

- A daily log
- Write-up: *Why did you choose your course of action? What does it mean to you? Explain*
- Your contacts (i.e., names, phone numbers, websites, etc.)
- A multimedia presentation about your experience.

Some ideas include:

- Create a movement
- Organize a campaign
- Write a proposal (stats, opinions, surveys, documentation, etc.)
- Join and volunteer with a nonprofit organization (w/ parental permission only)

**\*\* All projects must be presented to the class beginning in late April.**

**A project-proposal is due by Thursday, February 16, 2012.**

**All research papers are due: Friday, April 13, 2012**

**A lottery will be conducted to determine the order of the presentations.**

**Late projects will be penalized. Good luck and have fun with it!! Do not wait for the last minute! ☺**

**Research Paper Rubric**

Student Name: \_\_\_\_\_ Teacher Name: \_\_\_\_\_

**Yes Test:** You must receive all “yeses” for your paper to be scored. Any “no” will stop the process.

Yes	No	Basic Requirement
		1. Paper typed
		2. Thesis clearly stated in intro and referenced in the conclusion
		3. Correct documentation style used in text
		4. Citing evident
		5. Minimum 8 sources (and a variety of types)
		6. Works Cited/Bibliography or References accurate and correctly formatted
		7. Paper written in 3 <sup>rd</sup> person; content not personal essay but non-biased research
		8. Paper meets minimum length standard (5-7 pages, excluding Works Cited/Bibliography or References)
		9. Evidence of consistent and conscientious editing

**4—Clearly a knowledgeable, practiced, skilled pattern**

**3—Evidence of a developing pattern**

**2—Superficial, random, limited consistencies**

**1—Unacceptable skill application**

### Textual Use of Sources

Skill application demonstrates use which represents →	4	3	2	1
Researched information appropriately documented in MLA format				
Enough outside information to clearly represent a research process				
Demonstrates use of paraphrasing, direct, and indirect quotations				
Information connects to the thesis				
Sources on Works Cited/Bibliography or References accurately match sources cited within the text				

\_\_\_\_\_/20

### Content/Organization

Skill application demonstrates use which represents →	4	3	2	1
Introduction engaging and clearly defines thesis				
Thesis is challenging and focused				
Content connecting to thesis is clarifying, exploring, explaining, developing				
Text organization flows sensibly and smoothly				
Mixture of personal voice interwoven with research (commentary)				
Conclusion thoughtful, engaging, and clear				

\_\_\_\_\_/24

### Mechanics/Usage/Spelling/Format

Skill application demonstrates use which represents →	4	3	2	1
Pagination (top right following last name)				
12 point Times New Roman font and appropriate margins				
Usage/Grammar				
Correct paragraphing				
Written in formal style				

\_\_\_\_\_/20

### Information Literacy

Skill application demonstrates use which represents →	4	3	2	1
Consistent Format (MLA)				
Evidence of thorough research (sources represent variety and types)				
Documentation demonstrates conscientious application of citing ethics				
Evidence of sorting and selecting appropriate material				
Evidence of importance of author’s credibility and validity				
Research offers non-biased, fair research perspective from which a conclusion is drawn				
Research information goes beyond surface information				

\_\_\_\_\_/28

**Total Score:** \_\_\_\_\_/92



Name: \_\_\_\_\_

**Resource Project Presentation Rubric  
Multicultural Literature**

Area of Assessment	Exceptional 14	Good 13	Average 12	Below Average 11
<p><b>Work Ethic:</b>  <b>Exceptional:</b> Project appears to have been worked on for an extensive amount of time; great effort applied.  <b>Good:</b> Project appears to have been worked on for an acceptable amount of time; acceptable effort applied.  <b>Average:</b> Project may appear incomplete; some evidence of rushed effort; did not apply sufficient effort.  <b>Below Average:</b> Project appears incomplete; rushed effort; limited or no effort.</p>				
<p><b>Learning Stretch:</b>  <b>Exceptional:</b> Student explores a new area, demonstrates new skills, extensively expands upon prior knowledge. The student effort is inspiring and growth falls within the cognitive and the affective domains. The project challenge, uniqueness, and depth are clear.  <b>Good:</b> Learning stretch is clearly evident. Student demonstrates some new skills and knowledge.  <b>Average:</b> Learning stretch is moderate; the student stays clearly within a learning comfort zone.  <b>Below Average:</b> Little, if anything, is learned.</p>				
<p><b>Application of Knowledge:</b>  <b>Exceptional:</b> Obvious depth and complexity of prior knowledge and new knowledge is applied to complete the project. The student demonstrates and applies technical and comprehensive understanding.  <b>Good:</b> The use of general knowledge and some depth is evident.  <b>Average:</b> The use of predominately superficial knowledge application is evident in the project.  <b>Below Average:</b> Demonstrates rote learning with inaccurate application and little or no real understanding.</p>				
<p><b>Problem Solving:</b>  <b>Exceptional:</b> Student analyzes complex project related problems and uses these problem-solving skills to overcome adversity. Extraordinary persistence, attention to detail, creativity, and flexibility are demonstrated.  <b>Good:</b> Student uses moderate problem solving skills. He/she has an understanding of the problem and makes inquiries before giving up. Students show self-direction.  <b>Average:</b> Student has a superficial understanding of problem solving, demonstrates limited persistence and random action and effort before quitting.  <b>Below Average:</b> student is very easily frustrated by problems, expects others to solve them and quits if any roadblock is not very easily removed.</p>				

<p><b>Use of Sources:</b>  <b>Exceptional:</b> Student independently seeks and uses a diverse and broad based selection of resources such as the internet, libraries, forums, mentors, etc.  <b>Good:</b> Student demonstrates an acceptable use of sources requiring some guidance.  <b>Average:</b> Student uses very limited sources and requires continual prompting.  <b>Below Average:</b> No outside use of sources is evident, student lacks direction, and requires constant one on one directed guidance and assistance.</p>				
<p><b>Integrity:</b>  <b>Exceptional:</b> Student demonstrates an exceedingly high degree of ethical behavior, integrity, timeliness, responsibility, and accountability.  <b>Good:</b> Student demonstrates an awareness of ethical practices and generally applies the standards in a competent manner.  <b>Average:</b> Student demonstrates random ethical awareness and requires some assistance and prompting of accepted behaviors.  <b>Below Average:</b> Student demonstrates a lack of awareness or concern for ethical application.</p>				
<p><b>Project Design:</b>  <b>Exceptional:</b> Student has made an exceptional attempt to make the project interesting to intended audience.  <b>Good:</b> Some effort to make the project interesting to the intended audience.  <b>Average:</b> Limited effort to make the project interesting.  <b>Below Average:</b> Student provided little or no effort to make the project interesting.</p>				

Total \_\_\_\_/98

# Multicultural Literature & Practicum

## Resource Project Proposal (10 pts)

Name(s) \_\_\_\_\_ Period \_\_\_\_\_ (Leave Blank)

What is the proposed title to your project?	
<p>What type of resource project will you be doing? (circle)</p> <p style="text-align: center;">Contributive      Informative      Social Action</p> <p>Explain the details of your project. What is it and what will it look like?</p>	
Who is your target audience?	
Approximately how many people will your project directly or indirectly affect?	
Approximately how many hours of work will it take to complete your project?	
Please explain how your project will serve as a resource or educational experience for others?	
Please explain how your topic relates to culture.	

**Due: Thursday, February 16, 2012**