



Course Syllabus

SW 310

Social Issues in Diversity

Semester/Year

Credit Hours: 3

Faculty Information

First Last, PhD, LCSW
Professor of Social Work

Office hours: by appointment only

Best way to reach me

The best way to reach me is through email:
Email address

Response time:

You can expect a response from me within 24-48 hours, excluding weekends. I can sometimes respond to you on evenings/weekends, but not always.

Prerequisites

Social Issues in Diversity is an upper level GER elective for non-majors. It is a required course for social work majors.

Required Text & Other Materials

Parrillo, Vincent. (2014) Strangers to These Shores, 11th ed. Boston: Pearson Education, Inc.

Articles and videos as assigned.

Course Description

In this course we will make an in-depth study of several groups with minority status including but not limited to: Native Americans, African Americans, Hispanic Americans, religious minorities, women as a minority group, and the gay and lesbian population. Students will be introduced to patterns which emerge as individuals and members of groups interact.

Principal Instructional Techniques

Online instructional methods may include:

- Online learning lessons.
- Individual consultations with instructor.
- Chat room discussion groups (chat feature).
- Threaded discussions (Discussion Board).
- Cooperative/collaborative learning activities designed by the instructor

<input checked="" type="checkbox"/> Reading	<input checked="" type="checkbox"/> Multimedia activities	<input type="checkbox"/> Debates	<input checked="" type="checkbox"/> Reflection
<input checked="" type="checkbox"/> Listening	<input type="checkbox"/> Lecture	<input type="checkbox"/> Presentation	<input type="checkbox"/> Group project
<input checked="" type="checkbox"/> Skill practice	<input checked="" type="checkbox"/> Asynchronous Discussion	<input checked="" type="checkbox"/> Paper	<input checked="" type="checkbox"/> Written homework
<input type="checkbox"/> Experiential activities	<input type="checkbox"/> Role play	<input checked="" type="checkbox"/> Skill demonstration	<input checked="" type="checkbox"/> Peer feedback
<input checked="" type="checkbox"/> Synchronous chat	<input checked="" type="checkbox"/> Quizzes or Exams	<input checked="" type="checkbox"/> Watching	<input type="checkbox"/> Other

Student Learning Objectives

SLO 1: Demonstrate Ethical and Professional Behavior: Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers use reflection and self-regulation to manage personal values and maintain professionalism in practice situations. (CSWE Competency 1 (CAP), Competency 1 (K), Competency 1 (V))

SLO 2: Engage Diversity and Difference in Practice: Social workers apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice. Social workers apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies. (CSWE Competency 2 (K), Competency 2 (CAP))

SLO 3: Advance Human Rights and Social, Economic, and Environmental Justice: Social workers understand that every person in society has fundamental human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. (CSWE Competency 3 (K), Competency 2 (CAP))

SLO 4: Engage in Practice-Informed Research and Research-Informed Practice: Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. (CSWE Competency 4 (S))

Course Requirements

Participation

Each student is required to login to the weekly chat session AND participate in meaningful discussion. You must be prepared by reading the assigned material for the week and turning in the assignments. You will also be asked to post responses on the discussion board for your fellow students to read. This type of communication is online discussion, much like students responding in a traditional class setting. Your participation and attendance points will be derived from the discussion board and chat sessions.

Class participation and attendance are critical to success in this class. The student is expected not only complete assignments, but to be alert and participate in meaningful class discussions. The student is encouraged to bring information from outside sources to class for sharing with others. Students missing 20% or more of the scheduled class meetings may be dropped one letter grade or be denied credit for the course unless there are extenuating circumstances. (See Student Handbook for the University's Attendance Policy).

Due Dates for Assignments

Due Date	Name of Assignment	Points toward Final Grade
	Attendance & Participation	80
	Quizzes (5 pts each)	40
	Research Assignment (Rubric)	100
Weekly	Discussion Boards (20 pts each)	160
	Non-Rubric Written Assignments	50
	Cultural/Ethnic Paper (Rubric)	40
	Minorities in Film Paper (Rubric)	30

Completion of Assignments

Students are required to do the reading PRIOR to chat sessions and participate in all chat discussions.

There is a quiz associated with each lesson in the class. You will only have one opportunity to submit the quiz for grading with each lesson. The quizzes are un-timed.

Each assignment in this course is an integral part of the student's learning and/or assessment of learning. It is expected that students will complete all assignments. Students who do not complete all assignments may be denied credit for the course at the instructor's discretion, regardless of grade in the course.

Technology Requirements

- Headset with microphone (Note: the microphone on your PC/laptop is not sufficient).
- Webcam
- Internet access, preferably on a daily basis
- Capability to record and post videos (phone, webcam, etc.)

Email

The Brescia University email account is the required form of email communication between students and instructors (including adjunct instructors) and other university staff. Please check your Brescia University email daily.

Time Zone

All assignment due dates and times reflect the [Central time zone](#). All scheduled chats are held according to the Central time zone, as well.

Weekly Chats

All synchronous chats are held on _____ (day) from ____ (pm) to ____ (pm) in the Adobe Connect classroom. The first class meeting is _____. The last class meeting is _____. The link to the classroom is located at the top of your MOODLE course page. Attendance is required.

Methods of Evaluation

Description of Course Assignments

Assignment	Description
Cultural Review	<p>Students are required to write a 3-page typed paper reviewing their own personal cultural/ethnic background. The paper should detail aspects of the student's heritage and culture, and then discuss the influence that heritage and culture have had in forming values and biases held by the student. Finally the paper asks the student to analyze this information, observe affective reactions, and use his/her judgment to form an opinion as the student answers this question: What role does "difference" play when shaping life experiences or personal perspectives? See attached rubric. Students must submit the assignment to receive credit for the course. (CSWE C2 (CAP)).</p> <p>Assignment due on</p>
Film Assignment	<p>The student will write a 2-3 typed page reaction paper on a film chosen from the list below. Describe both the dominant and minority groups and how they are represented. In what way(s) is the minority group oppressed or discriminated against? What is the response of the minority? What are the strengths and weakness of the major characters in each group? Finally the paper asks the student to analyze this information, observe affective reactions, and use his/her judgment to form an opinion as the student answers this question: Discuss the</p>

	<p>movie's implications related to oppression, human rights violations, social and economic justice, and human rights. See attached rubric. (CSWE C3 (CAP)).</p> <table border="0" data-bbox="456 310 1398 814"> <tr> <td>A Time to Kill</td> <td>And the Band Played On</td> <td>American History</td> </tr> <tr> <td>Broke Back Mountain</td> <td>Bury My Heart at Geronimo</td> <td>Crash</td> </tr> <tr> <td>I Will Fight No More</td> <td>Finding Forester</td> <td>Forever</td> </tr> <tr> <td>Milk</td> <td>Geronimo</td> <td>Ghosts of Mississippi</td> </tr> <tr> <td>Mississippi</td> <td>Gran Torino</td> <td>Mono Lisa Smile</td> </tr> <tr> <td>The Help</td> <td>Higher Learning</td> <td>Normal</td> </tr> <tr> <td>The Laramie Project</td> <td>If These Walls Could Talk II</td> <td>North Country</td> </tr> <tr> <td>TransAmerica</td> <td>Invictus</td> <td>Rent</td> </tr> <tr> <td>Where the Heart Is</td> <td>Mia Familia/My Family</td> <td>Schindler's List</td> </tr> <tr> <td>Wounded Knee</td> <td>The Burning Bed</td> <td>Windtalkers</td> </tr> <tr> <td>X Men of Honor</td> <td>The Great Debaters</td> <td></td> </tr> </table> <p>Film Assignment due on</p>	A Time to Kill	And the Band Played On	American History	Broke Back Mountain	Bury My Heart at Geronimo	Crash	I Will Fight No More	Finding Forester	Forever	Milk	Geronimo	Ghosts of Mississippi	Mississippi	Gran Torino	Mono Lisa Smile	The Help	Higher Learning	Normal	The Laramie Project	If These Walls Could Talk II	North Country	TransAmerica	Invictus	Rent	Where the Heart Is	Mia Familia/My Family	Schindler's List	Wounded Knee	The Burning Bed	Windtalkers	X Men of Honor	The Great Debaters	
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<p>Research Assignment</p>	<p>Students are required to complete a research paper related to the discrimination faced by a minority group chosen by the student. The paper should be 8-10 pages in length using 12-point font, 1 inch margins and doubled-spaced. A minimum of 8 credible sources should be used in the paper. Students are required to cite references in APA style. Papers not submitted in APA style of referencing will not be graded and a zero given for the grade. The paper should address the prejudice that exists against a minority group in U.S. society as well as the discriminatory acts that they endure. Your paper should address the scope of the issue in the U.S as well as some of the current controversies surrounding the chosen population. The paper needs to address how culture's social structure and values may oppress or marginalize the chosen population. Why is it important that social workers attempt to eliminate personal biases when working with diverse groups? Finally, the paper should generate strategies that advance human rights and social justice for the chosen group. (CSWE C2 (K), C3 (K), C4 (S))</p> <p>Research Assignment due on</p>																																	
<p>Uploaded Assignments</p>	<p>Other written assignments will be given in class relating to course content. You may be required to submit the assignments to me by uploading them in the online system or post responses to questions on the discussion board online. All papers and assignments should be typed in 12-point font, double-spaced, using 1 inch margins on all sides. Papers need to be submitted in Microsoft Word only. You will be graded each week on the quality of work you produce for the discussion board as well as uploaded assignments to the instructor.</p>																																	

Grading Scale

450 - 500 points = A	90 - 100 = A
400 - 449 points = B	80 - 89 = B
350 - 399 points = C	70 - 79 = C
300 - 349 points = D	60 - 69 = D
< 300 points = F	< 60 = F

Accommodations

Any student who feels s/he may need an accommodation based on the impact of a disability should contact the instructor privately to discuss specific needs. Please contact _____ in the [Office of Disability Services](#) at _____ or _____ to coordinate reasonable accommodations for students with documented disabilities.

We are sensitive to the fact that students learn in different ways and at different paces. In addition, some students may have disabilities that affect their learning but they choose not to disclose that to others, even to obtain reasonable accommodations. For the benefit of all students, course instructors will use webcams and microphones in weekly chat sessions to provide students with both visual and auditory support. All chat sessions will be recorded to allow students to re-listen to lectures, re-focus on group discussion, and hear/see assignments more than once. The ability to “recover” lectures in this way assists students who have difficulty taking notes during actual chat times and aids in meeting the needs of students with learning differences. It is important to note, however, that listening to the recording is *not* a substitute for attending and participating in the chat session, and students who miss chats may be penalized. Also, just as you would protect confidential information discussed in the classroom, please do not share the chat recording with others or discuss it with others outside the course.

Academic Integrity

Students in the social work program are expected to follow the NASW Code of Ethics. Integrity is a core value of social work and requires behaviors that are honest, responsible, and ethical. Students are expected to behave in ways that are consistent with the Code of Ethics. Specifically, The NASW Code of Ethics covers academic integrity in several of its sections.

NASW Code of Ethics (2008)		
Integrity is one of the six core values of social work.		
2.11	Unethical Conduct of Colleagues	Social workers should take adequate measures to discourage, prevent, expose, and correct the unethical conduct of colleagues. (c) Social workers who believe that a colleague has acted unethically should seek resolution by discussing their concerns with the colleague when feasible and when such discussion is likely to be productive. (d) When necessary, social workers who believe that a colleague has acted unethically should take action through appropriate formal channels

3.04	Client Records	Social workers should take reasonable steps to ensure that documentation in records is accurate and reflects the services provided.
4.04	Dishonesty, Fraud, and Deception	Social workers should not engage in dishonesty, fraud, and deception.
4.06	Misrepresentations	Social workers should claim only those relevant professional credentials they actually possess and take steps to correct any inaccuracies or misrepresentations of their credentials by others.
4.08	Acknowledging Credit	a.) Social workers should take credit only for work they have actually performed. b.) Social workers should honestly acknowledge the work of others.
5.01	Integrity of the Profession	Social workers should work toward the maintenance and promotion of high standards of practice.

Students are expected to know what constitutes academic dishonesty. If you are unsure, please ask your professor *before* you turn in work.

The following links may be of assistance regarding the APA format:

<http://owl.english.purdue.edu/owl/section/2/10/>

<http://www.library.cornell.edu/resrch/citmanage/apa>

Examples of Academic Dishonesty

Exams and Quizzes

- Do not communicate with other students about the exams or quizzes.
- Do not seek help from another student. If you have questions, contact your instructor.
- Do not allow or make it easy for students to copy off of you.
- Do not photograph exams and quizzes.
- Do not use or obtain test banks.
- If there are students who take the quiz after you, do not help them study, do not tell them what is on it or what things to study.

Written Assignments

- Hand in work which you yourself have done specifically for this course and have not borrowed or purchased from someone else (plagiarism). Give full and proper credit to your sources.
- Do not copy and paste material (or type the exact words) that you find from the internet (plagiarism).
- Do not buy papers from internet or other sources (plagiarism).
- Cite all sources in the body of your paper and on the reference page using APA style.

- If you use another's exact words, those words should be enclosed in quotation marks and you should cite the source. Note: Some instructor's may prohibit quoted material.
- If you take a statistic from a source, you must cite the source.
- If you take an idea or sentence from a source, rearrange the wording or put it in your own words and put it in your paper, this is acceptable, but you must still cite the source (otherwise, it is plagiarism).

Group Assignments

- Distribute the tasks fairly among group members so that everyone is doing his or her fair share.
- Do not take credit for work you did not do.

Self-Plagiarism

- Self-plagiarism occurs when you turn in an assignment or a substantial portion of an assignment that you wrote to meet the requirements of a previous course. It is similar to the concept of "double-dipping," meaning that you are compensated twice for the same work. You cannot use the same assignment twice. You may, however, paraphrase your previous work and cite it as such. Each assignment in this curriculum is designed to contribute to your learning experience. If you take a shortcut by self-plagiarizing, you have cheated yourself of this opportunity to learn. Self-plagiarism is not acceptable in any MSW course.

Consequences

I will talk to you if I suspect that you have plagiarized or in any way handed in an assignment that is not your original work. Similarly, you have a responsibility to ask me if you have questions or concerns about academic integrity.

If it is determined that you have engaged in academic dishonesty, you can expect any or all of the following consequences, depending upon the severity of the incident:

- a) give you an F for the assignment,
- b) give you an F for the course (with approval from MSW Program Director),
- c) refer you to the Academic Dean, who may impose additional penalties including academic probation, suspension from school or expulsion from the school.

HIPAA Policy Statement

In line with the HIPAA regulations concerning protected health information, it is important that you understand that any consumer information you present in your work must be de-identified. This means is that any information that would allow someone to know who the person is must be changed or eliminated. This includes obvious things like names, birthdates, and less obvious information that is so unique to the person that it may allow for identification, either alone or when used in combination with other available information.

Sexual Assault

Sexual assault of college students, especially female students, is a significant problem.

Studies of campus sexual assault indicate that many assaults and attempted assaults are never reported. If you experience sexual assault, I encourage you to report it. If you would happen to share this with me, or if I become aware of it, I want to make sure you know about my legal reporting requirements. In all instances and to the extent possible, the University will protect the privacy of all parties. That said, under federal law, campus officials, including faculty (with some exceptions) who receive a report of sexual assault, whether from the student involved or a third party, must share that information with the appropriate University authorities for investigation and follow-up. This applies to both on-campus and online students. The University is obligated under the law to investigate the complaint and take appropriate actions to eliminate sexual harassment and sexual assault, prevent its recurrence, and address its effects. The University is obligated to conduct this investigation regardless of the complainant's request regarding confidentiality of the process. Therefore, please know that by law, this is not information that I can keep confidential.

Class Schedule

Lesson 1

Read:

- Intergroup Relations Chapter 1

Lesson 2

Read:

- Culture and Social Structure Chapter 2

Lesson 3

Read:

- Prejudice and Discrimination Chapter 3

Lesson 4

Read:

- Native Americans Chapter 7

Lesson 5

Read:

- African Americans Chapter 10

Lesson 6

Read:

- Hispanic Americans Chapter 11

Lesson 7: Title

Read:

- Religion and Diversity Chapter 12

Lesson 8: Title

Read:

- Women as a Minority and Gays/Lesbians Chapters 13 & 14

Outcomes Assessment

BU Educational Outcome #1
 Brescia University graduates will demonstrate the ability to think critically, analyze information, and communicate effectively.

CSWE Competency 4
 Engage in practice-informed research and research-informed practice.

Student Learning Outcome	Methods of Assessment	Level of Assessment
Engage in Practice-Informed Research and Research-Informed Practice: Social workers understand that evidence that informs practice derives from multi-disciplinary ways of knowing. They also understand the processes for translating research findings into effective practice.	Research Assignment	

BU Educational Outcome #3
 Brescia University graduates will possess the capacity to adapt to diverse environments.

CSWE Competency 2
 Engage diversity and difference in practice.

Student Learning Outcome	Methods of Assessment	Level of Assessment
Engage Diversity and Difference in Practice: Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.	Research Assignment, Cultural Review	

BU Educational Outcome #4
 Brescia University graduates will understand and apply ethical standards in promoting justice and service to others.

CSWE Competency 3

Advance human rights and social, economic, and environmental justice.

Student Learning Outcome	Methods of Assessment	Level of Assessment
<p>Advance Human Rights and Social, Economic, and Environmental Justice: Apply understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels and engage in practices that advance social, economic, and environmental justice.</p>	<p>Research Assignment, Film Assignment</p>	

Bibliography

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- Newman, D.M. (2007) Identities & Inequalities, New York: McGraw-Hill.
- Patterson, R. (2005) The Whole World Was Watching, New York: Advocate Books.
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- Seelye, H. (1996) Between Cultures: Development of Self-identity in a World of Diversity, Lincolnwood, IL: NTC Publishers.
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- Staples, Robert (1999). The Black Family. Belmont: Wadsworth Publishing.
- Taylor, V., Whittier, N. & Rupp, L.J. (2007) Feminist Frontiers, 7th ed., New York: McGraw-Hill.
- Wade, Peter (1997) Racism in Latin America, Chicago: Pluto Press.
- Washington, H.A. (2006) Medical Apartheid: The Dark History of Medical Experimentation on Black Americans from Colonial Times to the Present, New York: Doubleday.

Discussion Board GRADING RUBRIC

	Excellent (4)	Competent (3)	Developing (2)	Insufficient (1)	Score
Makes timely posts. (pts deducted for lateness)	Makes at least 1 original post in 300-350 words.	Makes 1 original post in 200-300 words.	Makes 1 original post in <200 words.	Does not make an original post.	
Timely responses to 2 other students on 2 separate days. (pts deducted for lateness)	Responds to at least 2 other students in at least 150 words for each post.	Responds to at least 1 student in 100-150 words for each post.	Responds to at least 1 other student in <100 words for each post.	Does not respond to another student or responds to 2+ students superficially.	
Knowledge	Demonstrates in-depth mastery of the material.	Demonstrates clear, accurate understanding of the material.	Demonstrates incomplete understanding of the material.	Does not demonstrate understanding of the material.	
Analysis	Considers the complexity of the situation/topic. Discusses multiple points of view. Makes connections to activities (audio, reading, interactive) or other learning.	Considers the complexity of the situation/topic. Discusses more than one point of view, but makes no (or superficial) connections to the activities (audio, reading, interactive) or other learning.	Considers the elements of the situation/topic in a concrete way.	Does not consider the various elements of the situation/topic or considers them solely-based upon personal opinion or anecdotal information ("I know a person . . .").	
Grammar & Spelling	Virtually no errors.	1 or 2 minor errors that do not distract from the message.	2+ errors (assuming required length).	Either 2+ errors that significantly distract from the message OR post is so short that lack of errors does not demonstrate skill in this area.	

SW 310 - Research Assignment	%	Excellent (4)	Competent (3)	Developing (2)	Insufficient (1)	Score
C2 (K): Recognize the extent to which culture's structures and values may oppress, marginalize, alienate or create power.	30	Provides meaningful analysis of structures and values in society, provides examples and demonstrates understanding of effects.	Articulates social structure and values in society and provides relevant examples of oppression/empowerment.	Limited reference to culture's structure and values oppressing or empowering certain groups	No references to culture's structures or values in paper.	
C3 (K): Understands strategies to promote social and economic justice and human rights.	30	Demonstrates excellent understanding of strategies that promote human rights and social justice	Demonstrates above average understanding of strategies that promote human rights and social justice	Minimally describes strategies that promote human rights and social justice	Fails to discuss strategies that promote human rights and social justice	
C4(S): Uses and translates research to inform and improve practice.	30	Conducts extensive research of the topic, clearly utilizes research to inform and improve practice, demonstrates competency in APA style.	Above average research skill with minimal APA errors. Above average use of research to inform/improve practice.	Conducts minimal research for the assignment, incorrect use of APA style. Minimal use of research to inform/improve practice.	Did not use appropriate resources for assignment and incorrect use of APA. Did not utilize research to inform/improve practice.	
Correct use of grammar, spelling, sentence structure, punctuation.	10	Good flow of information with no errors noted that affect an approximation to professional writing.	Few errors with good flow of information.	Mechanical errors present that hinder the connection of ideas.	Many mechanical errors in paper with poor flow of information.	

SW 310 - Film Assignment	%	Excellent (4)	Competent (3)	Developing (2)	Insufficient (1)	Score
Description of both dominant and minority groups depicted in film	10	Provides meaningful commentary on both dominant and minority groups and includes perspectives from both groups.	Describes both group dominant and minority groups in detail.	Minimally describes dominant and minority groups in film.	Fails to describe either the dominant or minority group.	
Minority group's response to the oppression/ discrimination	10	Clearly articulates the minority group response and considers historical/cultural context.	Articulates the minority group response and provides relevant examples.	Minimally describes the minority group response to oppression/ discrimination.	Fails to identify the minority group response to oppression/ discrimination.	
Strengths and weaknesses of major characters in each group	10	Clearly articulates the strengths/ weaknesses and provides insight into characters' motivation and/or resilience.	Describes in detail the strengths/ weaknesses of characters in both groups.	Minimally describes strengths/ weaknesses of characters in both groups.	Fails to identify strengths and weaknesses of major characters in both groups.	
C3(CAP): Analyze the movie's implications related to human rights and justice	50	Clearly articulates implications of human rights and justice found in the movie providing analysis, affective reactions and judgment in opinion.	Discusses in detail implications of human rights and justice found in the movie.	Minimally discusses implications of human rights and justice found in the movie.	Fails to discuss implications of human rights and justice found in the movie.	
Correct use of grammar, sentence structure, spelling and punctuation	20	Almost entirely free of mechanical errors.	Contains a few minor errors that do not affect understanding of paper.	Mechanical errors present that hinder the connection of ideas.	Many mechanical errors in paper are distracting with no structured flow of ideas.	

SW 310 - Cultural Review	%	Excellent (4)	Competent (3)	Developing (2)	Insufficient (1)	Score
Explains elements of one's own culture.	20	Articulates a thorough understanding of elements of one's own culture and gives meaningful examples.	Identifies at least three elements of culture and gives appropriate examples of each.	Minimally explains elements of culture.	Fails to explain elements of culture.	
Contains information regarding ancestry/heritage.	20	Provides meaningful commentary on the influence of one's own ancestry/ heritage.	Identifies at least three aspects of ancestry/ heritage and gives appropriate examples of each.	Minimally addresses own ancestry/ heritage.	Does not contain information regarding ancestry/heritage.	
C2 (CAP): Discusses the implications of difference and diversity in shaping one's own experiences.	50	Provides meaningful and thoughtful commentary on the importance of difference in shaping one's own experiences.	Articulates the importance of difference and provides appropriate examples.	Minimally addresses the implications of difference and in shaping one's own experiences.	Does not discuss the implications of difference and diversity in shaping life experiences.	
Correct use of grammar, spelling, sentence structure, punctuation.	10	Almost entirely free of mechanical errors.	Contains a few minor errors that do not affect understanding of paper.	Mechanical errors present that hinder the connection of ideas.	Many mechanical errors in paper are distracting with no structured flow of ideas.	