Reel Talk: Cultural Critique of Popular Movies

Number of Credits: 1*

Course Instructors: Miriam Woods, Jordan Mix and Mark Turnage

Course Description:

With the increased need to teach students about social awareness and societal issues, the practice of cultural competency has become a crucial skill for classroom educators. While literature has been a traditional resource for educators to facilitate critical analysis and civil discourse, television and film can also be the source of such dialogue. By examining the embedded beliefs, character portrayals, and thematic messages through a cultural context, participants will develop and expand their understanding of privilege and intersectionality of marginalized identities.

In this course, participants will first learn about the importance of civil dialogue in the classroom and how that can be facilitated through film analysis. Participants will discuss what privilege is and how privilege is reflected in popular film. Participants will then learn about the constructs of gender, race, and ability and how biases are portrayed in film. At the end of the course, participants will reflect on multiple approaches to teaching multicultural education in the classroom, and development an implementation plan to take their new learning back to their schools.

Learning Objectives: Upon completion of this course, students will be able to:

- Identify the terms and concepts associated with cultural competency
- Demonstrate an awareness of the role cultural competency plays in watching film
- Develop a framework for analyzing film and engaging in civil dialogue
- Design opportunities strategies to practice cultural competency in their classroom through film

Resources: No texts are required to purchase in order to complete this course

- The mission of Iowa Safe Schools is to provide safe, supportive and nurturing learning environments for all students. Staff of the Iowa Safe Schools are experts in the fields of bullying prevention and intervention, developing positive school climate, and advocating for underrepresented and marginalized populations. GSAs are shown to be a best practice for increasing awareness of discriminatory school policies, reducing bullying, reducing deaths by suicide, and ensuring students feel safe and support in their schools and communities.
- Agarwal-Rangnath, R. (2013). **Social Studies, Literacy, and Social Justice in the Common Core Classroom: A Guide for Teachers.** ISBN: 9780807754085.
  - *This book provides a framework (grades 3-8) to help educators literacy and social students for social studies. This text frames the lessons with the Language Arts Common Core Standards while also making it applicable for the daily realities of the classroom. Each chapter explains how teachers can restructure, reshape, and work with mandated curriculum materials to teach from a critical perspective. The book also discusses how to meet Common Core Standards by teaching language arts and social studies as complementary subjects.*

*Course Requirements: To receive full credit for the course, participants must complete ALL class discussions. Failure to participate in all classroom discussions will result in a disqualification in the course and a failing grade.

INTASC Standards that are addressed in this course:

- 2. The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.
- 3. The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
- 4. The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving and performance skills.
- 5. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- 6. The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- 7. The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
- 9. The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professional in the learning community) and who actively seeks out opportunities to grow professionally.
- 10. The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

Check the Iowa Teaching Standards that are addressed in this course:

X	1. Enhance Student Achievement		5. Monitoring Student Learning
	2. Content Knowledge	X	6. Classroom Management
X	3. Planning and Preparation	X	7. Professional Growth
X	4. Instructional Strategies	X	8. Professional Responsibilities

Assignment Checklist

Topic/Activity	Out of Class
Day 1	
Discussion: Introductions	1 hr
Discussion: Critical Conversations through Film Analysis	1 hr
Discussion: What Is Privilege?	1 hr
Diving Deeper	
Discussion: Gender Identity, Gender Expression, and Sexual Orientation	1 hr
Discussion: Reflecting on the Portrayal of Gender in Film	1.5 hrs
Discussion: Analyzing Gender and Sexuality in Film	2 hrs
Day 2	
Discussion: Introductions	1 hr
Discussion: Class, Race, and Ability in Film	1 hr
Discussion: What Is Intersectionality?	1 hr
Discussion: Reflecting on the Portrayals of Class, Race, and Ability in Film	1.5 hrs
Discussion: Analyzing Intersectionality in Film	2 hrs
Final Assignment:	1 hr
Total Class Time	15 hours

Coursework: Participants can earn up to 80 points total for the course. The following table depicts the breakdown of points possible for the required coursework

Activity	Points
8 Group Discussion (5 Points Each)	55
Final Implementation Plan	25
Total	80

Grading Scale - License Renewal Credit

100-80% (80 - 64 points)	P
79%-Below (<64 points)	NP

Student Requirements Students are required to:
- Participate in **ALL** discussion forums and quizzes
- Complete a final implementation plan

Americans with Disabilities Act: If you are a student with a disability and require any auxiliary aids, services, or other accommodations for this class, please see the instructor to discuss your accommodation needs.

Statement of Plagiarism: Academic dishonesty results in failure of this course. Give credit where credit is due. Use the APA Publication Manual to cite references when needed. Not crediting ideas or words of others is unacceptable scholarship as is submitting work that was done for a previous course or that is not your own origin in design or completion. Submit original assignments. Do not submit work for this course that you have done for other courses.

Grading Rubrics for Individual Activities

11 Discussions (5 points possible)

Grading Rubric for Discussion Forums		
		Points
Critical Thinking	Makes connections to the other content and real=life that are supported by reference(s) and example(s)	1
	Offers new ideas, connections, or applications	1
	Expresses and justifies personal opinion	1
Assignment Specific Criteria	Addresses all parts of the assignment, cites sources	1
Participation (Responses to at least 2 peer posts)	Responds to other posts (when available)	1
Total Points Possible		5

Final Assignment (25 points possible)

Grading Rubric for Implementation Plan		
		Points
Critical Thinking	Highlights any new knowledge gained as a result of course.	5
	Offers new ideas, connections, or applications	5
	Expresses and justifies personal opinion	3
	Discusses Overall Implications	2
Assignment Specific Criteria	Addresses all parts of the assignment, cites sources	2
Mechanics	Writing is clear, well developed, and organized, No or few grammar and spelling errors	2
Implementation	Clearly states ideas to use in the future	2
	States resources to be used	2
	Is realistic in their approach – understands limitations may exist	2
Total Points Possible		25