

Examining the Effectiveness of Race Studies



GRANT RECIPIENTS

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PROGRAM DESCRIPTION

The grant's purpose was to examine and assess the effectiveness of an English elective, as it impacted enrolled students' rhetorical awareness and behavior modification regarding race-related issues. When implementing, we considered:

- Anecdotal evidence generated through entry and exit open-ended questionnaires, and unit protocols.
- Entrance and exit student surveys.
- Exit questionnaires distributed to parents.
- Sustained course enrollment for the following semester.

We also enlisted the services of the district's data coordinator when compiling data. Initially, after reviewing resources, we met to identify key concepts and to design instruments; later, we reconvened to process data by identifying recurring themes and by observing their frequency. Despite positive results, we would like to acknowledge that there is much work yet to be done in this research area.

NYS STANDARD

ELA Standard 1

GRADE LEVEL

Grades 10 – 12

STUDENTS SERVED

46 students

STUDENT OUTCOMES

Students were able to:

- Recognize the ways in which language shapes our understanding of racial issues in American culture.
- Recognize the role that language use plays in shaping notions of race and ethnicity in local culture.
- Recognize and modify their own rhetoric when engaged in race-related dialogue.