



UNIVERSITY COLLEGE
The UNIVERSITY of OKLAHOMA

GATEWAY TO BELONGING AT OU PROGRAM

ASSIGNMENT 2:
**UNDERSTANDING OUR COLLECTIVE EXPERIENCES AND GROUP-LEVEL BELONGING
IN OKLAHOMA**

Overview of Assignment 2 (Understanding Oklahoma)

How do we understand the historical narratives of marginalized communities or versions of history that are not mainstream? What is the meaning of group-level belonging in our state and local communities? What collective experiences are shared by multiple groups and why?

This assignment will allow you to explore the social and historical complexities of belonging through the lens of community culture and historical narratives. You will demonstrate the connections found among the key concepts, terms, and ideas relative to one's identity and sense of belonging: the way we understand ourselves, learn about ourselves, how important groups are to us, ways in which groups influence the self and impact the formation of our attitudes, and the ways in which attitudes can and do change over time. You are tasked with evaluating the collective experiences and sense of group-level belonging among Oklahomans while acknowledging the impact of American nationalism and globalism on Oklahoma residents.

The class will examine a series of resources including scholarly literature, documentation, and media sources including film clips and the OU Inclusive Excellence Series (Gaylord Interviews) to introduce you to the history and diversity of Oklahoma as contextual information for this assignment.

Upon the introduction of the course assignment to the student body, GBO faculty will lead class discussions about one pre-selected Gaylord interview.

You are encouraged to identify any fundamental experiences highlighted by the Gaylord interviewee; reflect upon personal similarities and differences mentioned during the interview; and consider credible, present-day issues that are related to collective experiences documented in the past. The *Student*

Assignment 2: Understanding Our Collective Experiences and Group-Level Belonging in Oklahoma will be an extension of this class exercise and group interaction.

At the onset of this assignment, the classroom community (GBO faculty and student body) will develop class rules for engagement (ground rules) for difficult dialogues.

Assignment Objectives

1. To authenticate the association and interpretation of theoretical frameworks directly connected to self-identity, group identity, and belonging to the regional sociopolitical culture of Oklahoma.
2. To demonstrate the ability to use concepts from the course to analyze and interpret the experiences of groups of people in Oklahoma.
3. To explain how the contemporary experiences of groups of people in Oklahoma are connected to those groups' histories in the state of Oklahoma.
4. To research scholarly and/or credible sources appropriate to a student's topic of choice and effectively utilize relevant sources in support of the analysis of these sources.
5. To demonstrate the ability to engage in an evaluative assessment of one's sense of belonging as a resident of Oklahoma.

Assignment Description

This assignment is a research-informed paper that demonstrates the ways in which you can utilize course concepts to analyze the oral histories and subcultures of the state of Oklahoma.

Assignment Instructions

The purpose of Assignment 2: Understanding Our Collective Experiences and Group-Level Belonging in Oklahoma is to provide you with opportunities to engage with the required text for this course, documented civil discourse, and activities covered in the UCOL 1523 Gateway to Belong at OU course. For this assignment, each student will prepare a written report that covers the following bullet points in paragraph and sentence format.

You will select, watch, and think critically about 1 of 4 preselected Gaylord interviews from the OU Inclusive Excellence Series available representative of an outgroup different than the ingroup they identify with. You will summarize this interview and identify the Gaylord interviewee; describe key concepts, themes, and ideas associated with the interviewee's narrative from both required texts (Heinzen & Goodfriend; Ackert); interpret any examples within the historical narrative presented by the Gaylord interviewee and/or the outgroup being examined; and offer a few details mentioned during the Gaylord interview using direct quotes or paraphrasing.

After you watch your chosen Gaylord interviews, they will connect 3 key concepts, terms, or ideas described in both required texts (Heinzen & Goodfriend; Ackert) to moments witnessed after viewing 1 Gaylord interview of your choosing.

Third, you will self-reflect and identify 1 of the collective experiences mentioned in the Gaylord interviews of your choosing. They will reflect upon, unpack, and engage with the interviews using at least 1 external source retrieved through library research.

Lastly, you will propose a specific action that could be taken to foster a sense of belonging between the ingroups and the outgroups in question. You may reflect upon established public policy examples, representations, educational curricula, and other credible sources of information to best support diversity and inclusion reform for the studied outgroups in Oklahoma using at least one credible source of information to draw upon.

Before You Write

The purpose of this writing assignment is to provide you with an opportunity to connect yourself with not only the course readings but also Oklahoma's history, civil discourse, and those who have different life stories than your own. To begin your assignment activities, please select and watch one interview from the list provided that represents an outgroup you plan to analyze for this assignment. Consider the following:

1. Critically think about the interview. What do you know? What did you think you knew before watching? What was said in the interview that confirmed what you thought? What was said that was different than what you thought? What was said that was completely new information? Considering all this, how has your point of view been impacted?
2. Next, summarize the interview, identify the speaker, point out the key topics covered and the arguments made. You can include a couple of quotes or paraphrases in your summary. Remember, a summary highlights what you feel is the most important.
3. Finally, choose three concepts/terms/ideas we covered from your course readings. Define them using a paraphrase from the textbook. Then explain how they see these concepts/terms/ideas relating to each other: the way that we understand ourselves, the way that we learn about ourselves, how important groups are to us, the way that groups influence the self, the ways that groups can impact how we form attitudes, the way that attitudes can/do change over time.

Formatting

All written components submitted by you for Assignment 2 (Understanding Oklahoma) are required to have the following formatting characteristics:

- Structural formatting – Traditional academic (12-point font, Times New Roman, double-spaced)
- Citation format – APA, MLA, Chicago Manual, APSA, or other style format with course instructor approval.

Proposal

Each student will prepare a written outline for Assignment 2 (Understanding Oklahoma) consisting of a minimum of 1 page highlighting the proposed outgroup and 1 Gaylord interview of one's choosing as the main paper topic with course instructor approval. The outline is due during Week 11 of the course and must be uploaded to Canvas no later than the last day of class during Week 11. The following assignment subtopics and/or elements must be addressed in the written outline:

- Title Page
 - Title of assignment
 - First and last name of student
 - Due date of assignment
 - First and last name of course instructor (ex. Dr.)
- Content/Body
 - Identify 1 Gaylord interview and the outgroup you plan to analyze for this assignment.
 - List 3 ideas, concepts, or topics covered in class from both books that you see reflected in the interview.
- References/Work Cited/Bibliography Page
 - A minimum of 2 sources of scholarly literature acquired using Bizzell Memorial Library research materials and resources.

Written Report

Each student will prepare an original, typed report consisting of a total of 5 to 7 pages. The final version of the written report is due during Week 12 of the course and must be uploaded to Canvas no later than the last day of class during Week 12. The following assignment subtopics and/or elements must be addressed in the written report:

- Title Page
 - Title of assignment
 - First and last name of student
 - Due date of assignment
 - First and last name of course instructor (ex. Dr.)
- Introduction with general statement, supporting details, and thesis statement
- Content/Body
 - Summary of 1 Gaylord Interview (OU Inclusive Excellence Series)
 - Identification of Required Text (Heinzen & Goodfriend textbook)
 - Reflection on 1 Gaylord Interview (OU Inclusive Excellence Series)
 - 1 Recommendation for Belonging in Oklahoma
- Conclusion
 - 1-paragraph student reflection about the overall assignment. It must mirror your introduction and synthesizes the information in your paper.
- References/Work Cited/Bibliography Page
 - A minimum of 2 sources of scholarly literature including peer-reviewed articles acquired using Bizzell Memorial Library research materials and resources, in addition to non-scholarly literature such as local and national media sources, think tanks (i.e. Oklahoma Policy Institute), and government and/or historical websites.

OU Writing Center

For this assignment, you are encouraged to schedule appointments with the OU Writing Center by registering for a WCOOnline account during weeks 10 through 12 of this course.

The OU Writing Center is a pedagogical service that supports the writing development of all members of the OU and Norman community. The primary goal of our consultations is to help writers learn something they can use in the future. Because of this, we do not serve as a proofreading or editing service, but instead strive to provide feedback that is thoughtful, intentional, and useful.

We encourage you to test out our various consultation options to see what helps you learn best. We offer the following consultation formats:

- Face-to-face consultations are live, in-person consultations at one of our locations. Please see the consultative schedule to see both [appointment and drop-in options](#).
- Video conference consultations are synchronous over video and/or chat. Writers are NOT required to enable their video during online appointments if they prefer to use chat only.
- Written feedback consultations are asynchronous appointments. Writers will upload their documents ahead of time to receive feedback at the end of the scheduled appointment slot.

[OU Writing Center locations](#) and hours for the fall 2021 semester beginning 08/23/2021 are as follows:

- Monday through Thursday: 9 am–5 pm at Wagner Hall, room 280
- Tuesdays: 5 pm-8 pm at Cate Center 4, room 134
- Wednesdays: 5pm-8pm at Bizzell Library, Lower Level 1 room 121
- Thursdays: 5 pm - 8 pm at Cate Center 4, room 134
- Fridays: 9 am-1 pm at Cate Center 4, room 134
- Closed Saturdays
- Sunday: 5 pm - 9 pm online only

Grading Rubric

The total contribution of this assignment to your final grade in this course is 75 points or 15% of the total grade. See Grading Rubric attachment for further guidance.

Timeline of Assignment Activities

All Assignment 2 (Understanding Oklahoma) assignment components are due on the last day of class for Weeks 10, 11, and 12.

Tips for Student Success on Assignment 2 (Understanding Oklahoma)

- Start early! Avoid waiting until the assignment is due to begin working on it.
- Look over the options for Gaylord interviews and find the one that interests you. Leave yourself time to watch and reflect on it.
- Write an outline before starting the written report, make notes after watching the video, and write and revise in small chunks.
- Proofread and seek assistance during posted office hours offered by your course instructor. You are also encouraged to visit the Writing Center with a draft of this assignment.
- Evaluate your written report for clarity of key concepts and thorough attention to details.
- Complete all the grading metrics outlined in the Grading Rubric attachment.

- Submit your assignment outline, in addition to draft and final versions of your written report to Canvas by the deadline.

References

Jackson, R.C. (2014). Locating Oklahoma: Critical Regionalism and Transrhetorical Analysis in the Composition Classroom. *College Composition and Communication*, 66(2), 301-326. <https://www.jstor.org/stable/43490924>

Scaffolding Score Sheet for Student Assignment 2 (Understanding Oklahoma)

Due Date	Point Allocated	Written Assignment Component
Week 10	Up to 10 points	Submission of selected and viewed interview for Assignment 2
Week 11	Up to 15 points	Proposal for Assignment 2
Week 12	Up to 50 points	Submission/upload of final write-up for Assignment 2

Overall Score: _____ **out of 75 (Points from Weeks 10, 11, and 12 are 10 +15 +50 points)**

Additional Comments: