

# CULTURALLY RESPONSIVE CURRICULUM MODIFICATIONS

**COURSE NAME:** Basic Skills 044CE – Reading and Writing for College and Career Readiness

**FACULTY NAME:** Lisa Glionna

**DATE SUBMITTED:** 01/29/2024

COURSE COMPONENT	PREVIOUS VERSION DESCRIPTION	CULTURALLY REPNOSIVE CHANGES DESCRIPTION(S)	CULTURES or LEARNING STYLES ADDRESSED THROUGH THESE REVISIONS
<p><b>Syllabus</b></p>	<ol style="list-style-type: none"> <li>1. Does not include a statement about the importance of diversity and inclusivity in the classroom.</li> <li>2. The course description is not engaging:               <ul style="list-style-type: none"> <li>• Contextualized reading and writing course to prepare students for transition to apprenticeships, college, and career.</li> <li>• Skimming and scanning, annotation, reading for main idea, reading strategies, sentence structure, summarizing versus responding, paragraph structure, paragraph types, reading charts and graphs, and vocabulary.</li> </ul> </li> <li>3. Does not include a division philosophy</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Added a statement of inclusion and diversity to course syllabus:</b> I am committed to creating a learning environment that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, etc.) To help accomplish this:               <ul style="list-style-type: none"> <li>• Please let me know If you have a name and/or preferred pronoun.</li> <li>• If something was said in class (by anyone) that made you feel uncomfortable, please talk to me about it.</li> <li>• Please contact me if you have suggestions to improve the course materials' quality.</li> <li>• Anonymous feedback is always an option.</li> </ul> </li> <li>2. <b>Added more specific language to the course description that explains terms that might be unfamiliar terms (i.e., <i>contextualizing</i>).</b> <ul style="list-style-type: none"> <li>• This course will provide you with reading and writing skills designed to support transition to college and/or career.</li> <li>• Emphasis will be on skill-building strategies in the following areas: skimming and scanning a text, annotation/notetaking, summarizing, paragraph structure, grammar, and vocabulary.</li> </ul> </li> <li>3. <b>Added Division of College and Career Preparation Division Philosophy:</b> West LA College Division of College &amp; Career Preparation Division welcomes everyone who wants to start or re-start college. Our classes are open-entry, open-exit, so students can start anytime and leave</li> </ol>	<ul style="list-style-type: none"> <li>• All groups will continue to be supported through language that recognizes and represents a diverse range of students.</li> <li>• Describe the class partnership between faculty and students</li> </ul>

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		for another class or job if they need to. However, all students are encouraged to attend every class session so they can receive the information, knowledge, and skills needed to help them advance in their academic and career/employment goals. There is no tuition or fees for noncredit courses.	
RESOURCES USED and where to find more information: <a href="https://cue-equitytools.usc.edu/section-5/1#p0">https://cue-equitytools.usc.edu/section-5/1#p0</a> . The Sheriden Center <a href="https://www.brown.edu/sheridan/teaching-learning-resources/inclusive-teaching/statements">https://www.brown.edu/sheridan/teaching-learning-resources/inclusive-teaching/statements</a>			
<b>Course Units</b>	BSIC SKLS 044CE: Reading and Writing for College and Career Readiness - 0 Units	No changes	No changes
RESOURCES USED and where to find more information: n/a			
<b>Reading Assigned/Textbook</b>	There is no required textbook for this course. All study materials and resources are provided by the instructor and are available in the Canvas shell.	<b>Modified the statement:</b> There is no textbook required for this course. All study materials will be available via Canvas or the Library.	<ul style="list-style-type: none"> <li>Demystify: What is the expectation and process used?</li> <li>Clearly explain grading, due dates, and scoring.</li> </ul>
RESOURCES USED and where to find more information: n/a			
<b>Instructional Methods</b>	<ul style="list-style-type: none"> <li>Discussion</li> <li>Activity</li> </ul>	<b>Added methods and more specific language:</b> Material for this course will be presented using multiple teaching approaches, including lecture, discussion, and/or group work.	<ul style="list-style-type: none"> <li>Use a variety of methods to engage learning.</li> <li>Address diverse learning styles by teaching concepts using multiple modes of instruction</li> </ul>
RESOURCES USED and where to find more information: Culturally Responsive Curriculum Repository <a href="https://www.hancockcollege.edu/deia/curriculum/index.php">https://www.hancockcollege.edu/deia/curriculum/index.php</a>			
<b>Assignments</b>	<ul style="list-style-type: none"> <li>Construct a summary or response about safety procedures within the workplace.</li> <li>Compose a paragraph journal entry about a work-related pathway including stacked credentials.</li> </ul>	Allow students to select how they would like to submit their work. <ul style="list-style-type: none"> <li>Written paragraph (5-7 sentences)</li> <li>Video (3-5 minutes)</li> <li>Podcast (5-7 minutes)</li> <li>Infographic</li> <li>PowerPoint (3-5 slides)</li> </ul>	Giving students choice on assignments allows students to feel confident demonstrating their knowledge.
RESOURCES USED and where to find more information: Teach Hub: <a href="https://www.teachhub.com/professional-development/2020/12/the-benefits-of-student-choice/">https://www.teachhub.com/professional-development/2020/12/the-benefits-of-student-choice/</a>			
<b>Activities</b>	Reading and writing assignments may enhance awareness of cultural, ethnic, gender, and other differences.	<b>Added new activities:</b>  Icebreaker: <i>What comes to mind when you hear the word safety?</i> Students' "popcorn" responses around the room.  Students participate in a lecture and PowerPoint about summarizing.	<ul style="list-style-type: none"> <li>Get to know students</li> <li>Integrate relevant world issues</li> <li>Use media that positively depicts a range of cultures.</li> <li>Build relationships with students.</li> </ul>

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		<p>Students participate in a <a href="#">Jigsaw</a> activity and group discussion based on the article: <a href="#">Minorities, Latino Immigrants Face the Greatest Risk Workplace Injuries</a></p> <p>Lesson/Video: <a href="#">Can We Turn a Side-Hustle into a Career?</a></p> <p>Students participate in a <a href="#">Think-pair-share</a> activity:</p> <ol style="list-style-type: none"> <li>1. After watching the video, students complete a <a href="#">self-reflection exercise</a>.</li> <li>2. Students share/compare self-reflection survey results with a partner.</li> <li>3. The whole group shares.</li> </ol> <p>Independent Practice: students complete a <a href="#">career exploration interests survey</a>.</p>	
<p>RESOURCES USED and where to find more information: American University School of Education: <a href="#">Culturally Responsive Teaching Strategies</a></p>			
<p><b>Instructional Methods</b></p>			
<p>RESOURCES USED and where to find more information:</p>			
<p><b>Classroom Environment</b></p>	<p><b>Attendance:</b> It is essential that each student complete the assignment in each unit to fulfill the requirements and to avoid falling behind. Students should document attendance daily by signing the attendance log.</p> <p><b>Late work policy:</b> It is essential that students complete the assignments in each Learning Module/Unit as assigned to fulfill requirements and to avoid falling behind. Late assignments should first be discussed with and approved by the instructor. All late work is subject to 5% deduction per assignment. Late assignments will not be accepted during the last week of the course</p> <p><b>Etiquette:</b> During this session, you will participate in discussion with the class on various topics related to the class and the world around us. Rules of etiquette apply here. You may disagree but do so respectfully. Personal attacks, profanity, vulgarity and comments that are not productive additions to</p>	<p><b>Revised classroom policies</b></p> <p>Everyone who enrolls in this course should meet expectations in the following areas:</p> <p><b>Attendance:</b> Participation through readings, discussions, and in-class attendance is expected for this class. You are expected to come to class prepared to discuss each for the assigned date.</p> <p><b>Etiquette:</b> During this session, you will participate in discussion with the class on various topics related to the class and the world around us. I ask that you engage in discussion with care and empathy for the other members in the classroom. Aim to disagree without becoming disagreeable.</p> <p><b>Contacting me:</b> Outside of class, my preferred method of contact is e-mail: <a href="mailto:glionn1@laccd.edu">glionn1@laccd.edu</a>. You can expect a</p>	<ul style="list-style-type: none"> <li>• Demystify: What is the expectation and process used?</li> <li>• Describe the class partnership between faculty and students</li> </ul>

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	<p>the conversation are unacceptable and you will not receive credit for the assignment.</p> <p><b>Contacting me:</b> My preferred method of contact is e-mail: <a href="mailto:gionnl@laced.edu">gionnl@laced.edu</a>. You can expect a response within 24-hours on weekdays or within 48-hours on weekends.</p> <ul style="list-style-type: none"> <li>• Office hours: Mondays 4:00pm – 5:00pm/Wednesdays 4:00pm – 5:15pm</li> <li>• Virtual meetings available during these times, or by appointment</li> <li>• Zoom link:</li> </ul>	<p>response within 24-hours on weekdays or within 48-hours on weekends. Office hours: Mondays 4:00pm – 5:00pm/Wednesdays 4:00pm – 5:15pm</p> <p>Virtual or in-person meetings are available during these times, or by appointment</p> <p>Zoom link:</p>	
<p>RESOURCES USED and where to find more information: Culturally Responsive Curriculum Repository: <a href="https://www.hancockcollege.edu/deia/curriculum/index.php">https://www.hancockcollege.edu/deia/curriculum/index.php</a>.</p>			
<h2 style="margin: 0;">Grading Policies</h2>	<p>Grading scale: 140 – 200 Pass (P) 100 – 139 Satisfactory Progress (SP) 0 – 138 No Pass (NP)</p> <p>Noncredit course grades are Pass, Satisfactory Progress, and No Pass. Students can also receive an NGG (no grade given). Noncredit course grades are NOT calculated into one’s grade point average and do NOT affect one’s financial aid since they have no unit value.</p> <ul style="list-style-type: none"> <li>• Assignment submissions will be graded within one week of the due date.</li> <li>• All assignments will be submitted via Canvas unless otherwise noted.</li> </ul>	<p><b>Modified grading policy:</b> Discussions/Participation 16 Assignments 5 points Each 160 Unit Review 8 Assignments 10 points each 80 Culminating Project 1 Assignment 40 points 40</p> <p>Grading scale: 140 – 200 Pass (P) 100 – 139 Satisfactory Progress (SP) 0 – 138 No Pass (NP)</p> <p>Rubrics to assess each assignment will be provided with each assignment.</p> <p>All assignments are due on the dates listed.</p> <p>Assignment submissions will be graded within one week of the due date.</p> <p>All assignments will be submitted via Canvas unless otherwise noted</p> <p>Noncredit course grades are Pass, Satisfactory Progress, and No Pass. Students can also receive an NGG (no grade given).</p>	<ul style="list-style-type: none"> <li>• Demystify: What is the expectation and process used?</li> <li>• Clearly explain grading, due dates, and scoring.</li> </ul>

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		<p>Noncredit course grades are NOT calculated into one's grade point average and do NOT affect one's financial aid since they have no unit value</p> <p>Scores on assignments will be converted to point systems using the formula listed below:</p> <p>Noncredit Grading System:          70-100% P (Pass)          50-69% SP (Satisfactory Progress)          49-59% NP (No Pass)</p> <p><b>Late Assignments:</b> An assignment is considered late if it is submitted after the date and time, it is due (as listed on this syllabus). A late assignment should first be discussed with and approved by the instructor. All late assignments will receive a 5% reduction in the overall grade for each day it is late.</p>	
<p>RESOURCES USED and where to find more information: <a href="#">Alan Hancock College: Culturally Responsive Curriculum Repository</a></p>			
<p><b>Learning Goals</b></p>	<p><b>Course Objectives</b>          Upon successful completion of this course, students will be able to:</p> <ol style="list-style-type: none"> <li>A. Skim a text to understand the general idea of an article, industry report, or technical manuals.</li> <li>B. Scan a text related to a specific career field to find specific information.</li> <li>C. Read and analyze diagrams, charts, and graphs relating to specific industries or jobs.</li> <li>D. Annotate a text or technical report by underlining or commenting in the margins.</li> <li>E. Identify the main ideas, details, and vocabulary in a text related to specific areas or industry fields.</li> <li>F. Apply reading strategies to a given text.</li> <li>G. Construct a variety of sentences (simple, compound, and complex) using appropriate sentence structure.</li> </ol>	<p>Added more specific language to the course objectives that better explain the objectives:  <b>Course Objectives</b>          As a result of the learning experiences in the course, you will gain knowledge around the following:</p> <ul style="list-style-type: none"> <li>• Skim a text to understand the general idea of an article, industry report, or technical manuals.</li> <li>• Scan a text related to a specific career field to find specific information.</li> <li>• Read and analyze diagrams, charts, and graphs relating to specific industries or jobs.</li> <li>• Annotate a text or technical report by underlining or commenting in the margins.</li> <li>• Identify the main ideas, details, and vocabulary in a text related to specific areas or industry fields.</li> </ul>	

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	<p>H. Incorporate work related vocabulary into writing.</p> <p>I. Summarize the important points in a text.</p> <p>J. Respond to the key points mentioned in the reading.</p> <p>K. Utilize the writing process to develop a paragraph.</p> <p>L. Organize an argument into a well-supported paragraph.</p> <p>M. Construct a paragraph by applying one of the rhetorical modes</p> <p><b>Student Learning Outcomes</b> At the end of the course, students will:</p> <ol style="list-style-type: none"> <li>1. Demonstrate effective reading by annotating, applying one or more reading apprenticeship strategies.</li> <li>2. Effectively summarize a graphic organizer/infographic related to the workplace.</li> </ol>	<ul style="list-style-type: none"> <li>• Apply reading strategies to a given text.</li> <li>• Construct a variety of sentences (simple, compound, and complex) using appropriate sentence structure.</li> <li>• Incorporate work related vocabulary into writing.</li> <li>• Summarize the important points in a text.</li> <li>• Respond to the key points mentioned in the reading.</li> <li>• Utilize the writing process to develop a paragraph.</li> <li>• Organize an argument into a well-supported paragraph.</li> <li>• Construct a paragraph by applying one of the rhetorical modes</li> </ul> <p>Added more specific language to the course objectives that better explain the outcomes:</p> <p><b>Student Learning Outcomes</b> As a result of the learning experiences in the course, you will become more competent in your ability to:</p> <ul style="list-style-type: none"> <li>• Demonstrate effective reading by annotating, applying one or more reading apprenticeship strategies.</li> <li>• Effectively summarize a graphic organizer/infographic related to the workplace.</li> </ul>	
<p>RESOURCES USED and where to find more information:</p>			

<p><b>***Things to keep at the forefront of your mind while modifying curriculum to be culturally responsive and humanizing:</b></p>
<ul style="list-style-type: none"> <li>• Seek-out, recognize, and address bias within the curriculum components.</li> </ul>
<ul style="list-style-type: none"> <li>• Highlight representations from the cultures that reflect the students we serve.</li> </ul>
<ul style="list-style-type: none"> <li>• Seek insights from students to assist in the designing of curriculum and accuracy of portrayals.</li> </ul>
<ul style="list-style-type: none"> <li>• Bring real-world and community issues into the curriculum and seek ideas from students regarding actions.</li> </ul>
<ul style="list-style-type: none"> <li>• Highlight power dynamics, privilege, and historical oppression.</li> </ul>
<ul style="list-style-type: none"> <li>• Utilize multiple perspectives from different cultural groups.</li> </ul>
<ul style="list-style-type: none"> <li>• Seek to reach multiple learning styles / intelligences.</li> </ul>