

# CULTURALLY RESPONSIVE CURRICULUM MODIFICATIONS

<b>COURSE NAME: COMM 101 Public Speaking</b>			
<b>FACULTY NAME: Zeneida Parente Alves Neta</b>		<b>DATE SUBMITTED: September 6, 2024</b>	
COURSE COMPONENT	PREVIOUS VERSION DESCRIPTION	CULTURALLY REPOSNSIVE CHANGES DESCRIPTION(S)	CULTURES or LEARNING STYLES ADDRESSED THROUGH THESE REVISIONS
<b>Syllabus</b>			
<small>RESOURCES USED and where to find more information:</small>			
<b>Course Units</b>			
<small>RESOURCES USED and where to find more information:</small>			
<b>Reading Assigned/Textbook</b>	Students have been highly encouraged to use critical thinking skills when selecting their topics. In the past, in-class discussion was supported by categorical brainstorming, question and answers and research.	Readings from critical scholars will be added to support critical thinking during topic selection for persuasive speech. For Bell Hooks, everyone contributes to the continuation of the ideology of oppression. Students will discuss our individual power on social responsibility to disrupt hegemonic, or oppressive, discourse. Readings regarding Bell Hooks scholarly work will be required as part of the Library assignment. For the persuasive speech topic selection, brief readings from Bell Hooks, Harding and Patricia Hill Collins and Paulo Freire will be discussed in class.	The goal of these readings is to acknowledge that power and privilege has played a role in minoritizing women, indigenous people, 2nd language learners, and people of color. They can help students find alternate points of view on the same controversial issue or topic, including viewpoints produced by minoritized people/communities, which are particularly helpful for their persuasive speech. These readings will also explore the contemporary and historic oppression of people within structural systems such as prisons, the workplace, academic institutions, and houses of worship, etc. Students will be encouraged to choose topics for their persuasive speeches that promote just practices, laws, and institutions that respect individual or group identities.
<small>RESOURCES USED and where to find more information:</small>			
<b>Instructional Methods</b>			

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<b>Assignments</b>	<p>The <b>Library Assignment</b> consists of two parts. For the first part of the library assignment, students will familiarize themselves with research tools and techniques. For the second part, students will practice summarizing, paraphrasing and then conduct their own research by selecting sources for their speech.</p>	<p>Readings regarding Bell Hooks scholarly work were added as part of the Library assignment.</p>	<p>This additional reading encourages students to promote equity and combat inequity within their immediate environment, broader community, or society.</p>
RESOURCES USED and where to find more information:			
<b>Activities</b>	<p>This assignment was an invitation for students to participate in keynote presentations and receive extra credit points. The Extra Credit assignment was available on the syllabus on page 6.</p>	<p>This has been modified to be a required assignment. The assignment consists of speech analysis with a focus on activism, either in person or from TED. A list of current events will be created in class with students.</p>	<p>This activity aims to make the curriculum inclusive of connections to the broader community by presenting examples of service, volunteerism, and activism.</p>
RESOURCES USED and where to find more information:			
<b>Instructional Methods</b>		<p>A video on the summary of Pedagogy of the oppressed will be shown in class:  <a href="#">Pedagogy of the Oppressed - Paulo Freire - Explained by a Teacher! (youtube.com)</a></p>	<p>They can help students find alternate points of view on the same controversial issue or topic, including viewpoints produced by minoritized people/communities, which are particularly helpful for their persuasive speech. These readings will also explore the contemporary and historic oppression of people within structural systems such as prisons, the workplace, academic institutions, and houses of worship, etc. Students will be</p>

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			encouraged to choose topics for their persuasive speeches that promote just practices, laws, and institutions that respect individual or group identities.
RESOURCES USED and where to find more information:			
<b>Classroom Environment</b>			
RESOURCES USED and where to find more information:			
<b>Grading Policies</b>	<p><b>Syllabus Late Work and Incomplete Grade Policy</b></p> <p>Unless otherwise announced, all assignments are due at the beginning of class on the day that they are due. You should NOT expect to be allowed to turn in assignments later in the day for full credit. If you have problems with a printer, you must e-mail the assignment to your instructor <b>BEFORE</b> class on the day that it is due if you want to receive credit for the assignment. You will be allowed to make up in-class assignments (including speeches, quizzes, and exams) if you have a documented, excused absence.</p> <p>If possible, you should notify your instructor in advance in person or via e-mail if you are going to miss class and the reason for your absence. It is your responsibility to provide <b>written documentation</b> from a third party</p>	<p><b>Syllabus Late Work and Incomplete Grade Policy</b></p> <p>The late work policy in this course allows you one extra day to submit assignments. If you miss class, you will be allowed to turn in assignments that were due in class at the very next day of class for full credit. Unless otherwise announced, all assignments are due at the beginning of class on the day that they are due. If you have problems with a printer, please, e-mail the assignment to your instructor before class on the day that it is due. For a make up speech delivery, you should have a <u>documented</u> excused absence. You may also be allowed to be rescheduled, but please make sure arrangements were made in advance with the instructor's permission. Incomplete grades will not be given in this class</p>	<p>The curriculum ensures accessibility for students by addressing multiple learning styles, types of disabilities, and intelligences. This also aims to address how the curriculum connects learning to social, political, or environmental issues that affect students on an individual or societal level. Personal and family aspects of each student should be taken into consideration in order to help set up students for success.</p>

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	<p>of your emergency or excused absence. Work-related absences, work in other classes, oversleeping, or meetings with other professors are not considered personal emergencies. Make-up presentations must be delivered during a regularly scheduled meeting of your class. Incomplete grades will not be given in this class except in rare, extenuating circumstances.</p>	<p>except in rare, extenuating circumstances.</p>	
RESOURCES USED and where to find more information:			
<b>Learning Goals</b>			
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<b>***Things to keep at the forefront of your mind while modifying curriculum to be culturally responsive and humanizing:</b>
• Seek-out, recognize, and address bias within the curriculum components.
• Highlight representations from the cultures that reflect the students we serve.
• Seek insights from students to assist in the designing of curriculum and accuracy of portrayals.
• Bring real-world and community issues into the curriculum and seek ideas from students regarding actions.
• Highlight power dynamics, privilege, and historical oppression.
• Utilize multiple perspectives from different cultural groups.
• Seek to reach multiple learning styles / intelligences.