

CULTURALLY RESPONSIVE CURRICULUM MODIFICATIONS

COURSE NAME: Chicano Studies 47: The Mexican American Woman in U.S. Society FACULTY NAME: Dr. Sandra Ruiz				DATE SUBMITTED: DRAFT 9/6/2024			
COURSE COMPONENT	PREVIOUS VERSION DESCRIPTION	CULTURALLY REONSIVE CHANGES DESCRIPTION(S)	CULTURES or LEARNING STYLES ADDRESSED THROUGH THESE REVISIONS				
Syllabus	<ul style="list-style-type: none"> -Welcome message was too short -No accessibility statement -Organized centering my professor lens -Minimal campus resources -Did not have a flexible Late Policy 	<ul style="list-style-type: none"> -More holistic welcome message -Included an accessibility statement -Organization is student-centered -Comprehensive list of campus resources -Flexible Late Policy with clear expectations 	<ul style="list-style-type: none"> -Changing welcome message to a more holistic one provides a more collaborative and humanizing tone as a professor and course leader -Including an accessibility lens acknowledges the student population who may have visible and invisible disabilities; including myself as a support system and resource could help breakdown some of the challenges students with disabilities encounter in classroom settings. -By creating a more student-centered approach to the syllabus it places at the forefront the information that is most important for students while including secondary information in the backend. -By providing a comprehensive list of campus resources I create a more informative and accessible syllabus for students who have diverse needs -This was a difficult one because I had a strict Late Policy. But now I am more open to having soft deadlines throughout the semester, but also being clear about my hard deadlines are in order to maintain student grades and my own sanity. I also included language where students do not have to feel obligated to disclose why they need to submit something late, they just can. This to me builds partnership and trust between my students and I. 				
RESOURCES USED and where to find more information: Read USC Race and Equity Center's "Equity Minded Syllabi Review Guide"							
Course Units							
RESOURCES USED and where to find more information:							
Reading Assigned/Textbook	<ul style="list-style-type: none"> -Book was expensive and readings were a bit outdated -While the course focuses on Chicana women, I am also including writings from other BIWOC as well as queer writers of color. 	<ul style="list-style-type: none"> -Including a textbook that is low cost (under \$25) and accessible in terms of the language and chapters' page count. 	<ul style="list-style-type: none"> -The textbook is also available as a hardcopy and e-book, creating it more accessible for students who might need a screen reader when reading course materials. -The inclusion of other BIWOC artists, writers, and activists creates a more inclusive curriculum because it takes into consideration how the experiences of Chicana women do not exist in a vacuum and we work in community with other ethnicities and cultures. I think this 				

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			also allows for non-Chicana/o students to see themselves reflected in the course.
RESOURCES USED and where to find more information: Researched various books related to my course and found that the University of Arizona Press has some of the best low-cost academic books in the market with e-books available as well.			
Instructional Methods			
RESOURCES USED and where to find more information:			
Assignments	-In my online course, the discussion boards were always about students producing work and answering my questions based on the class materials of the module or unit.	-I decided that it would be great to have a discussion board assignment around mid-semester that I am titling: "The Professor in the Hot Seat" where students get to ask me questions about whatever they want and on any subject they want. I am reverting the role of the assignment, especially during a time in the semester where everyone is stressed about midterms.	-I would consider this a low filter assignment for the students but also one that humanizes the course but also validates students' questions and curiosity about the course, my experiences, or any topic that they want to ask me about. My hope is that they will understand how important it is to keep our communication open and that I am available to them as a professor and resource during our course together and even after they have moved on.
RESOURCES USED and where to find more information: I didn't find this assignment from any traditional resource perse, but I thought about how some K-12 teachers have "questions boxes" in their classrooms for students to anonymously drop questions at any time and the teachers will read the question in front of the class to address it without calling out the student. I reflected on how I could do something similar in a college level course and came up with this idea.			
Activities	-My class did not have any check ins during the semester; therefore, it was difficult to gauge how students were doing.	-For this course I have decided to do three different check ins during the semester: early, mid, at end of course. Each one will take a different approach to help the students take a few moments to reflect and communicate. -Early will require a bit of reflection on the beginning of the semester and if there's anything they would like me to know about themselves that would help me in supporting them -Mid semester would be a quick check in where I require for students to send me a gif that represents how they are doing. No need to write anything down if they do not want to. I want this to feel like a quick "here's where I am at..." check in -End of semester would require for students to answer a few questions, reflect on themselves and the work they have accomplished, this check in would ask them to think about something they are grateful for or are feeling positive about during our 15 weeks together.	-Reading USC Race and Equity Center's "Equity Minded Syllabi Review Guide" one of the issues with syllabi and by extension curriculum is that sometimes the academy does not take into consideration the humanity of students and their experiences. Reflecting on this and thinking about how my student population is full of people who have other roles that sometimes are prioritized over their student role, I felt the need to create a space where they take a little bit of time to reflect on themselves and how they are doing. They earn credit for the assignment, but I hope that they also reach out to me if during their reflection they realize that they need more support. The three different check-ins allow for three different opportunities to address their needs.
RESOURCES USED and where to find more information: Through the CCCC OERI, I took a course about humanizing our online courses and making sure students feel like their professors are caring and resourceful educators. Check-Ins were one of the tools they addressed in helping a course be more humanizing.			
Classroom Environment			
RESOURCES USED and where to find more information:			
Grading Policies			
RESOURCES USED and where to find more information:			

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Learning Goals			
RESOURCES USED and where to find more information:			

***Things to keep at the forefront of your mind while modifying curriculum to be culturally responsive and humanizing:
<ul style="list-style-type: none">• 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.