

## CULTURALLY RESPONSIVE CURRICULUM MODIFICATIONS

<b>COURSE NAME:</b> Math 227 Statistic			
<b>FACULTY NAME:</b> Manushak Movsisyan		<b>DATE SUBMITTED:</b> 2/04/2024	
COURSE COMPONENT	PREVIOUS VERSION DESCRIPTION	CULTURALLY REPONSIVE CHANGES DESCRIPTION(S)	CULTURES or LEARNING STYLES ADDRESSED THROUGH THESE REVISIONS
<b>Syllabus</b>	I the syllabus I begin with a brief overview of the course objectives, topics, and expectations.	Welcome to math 227 class! I am excited to embark on this learning journey with you. I promise to create a positive and inclusive learning environment where every voice is valued and respected. Together, we will explore a variety of perspectives and engage in meaningful discussions."	By starting your syllabus with a warm welcome and a commitment to creating a positive learning environment, you set a tone that values diversity and fosters inclusivity. These elements help all students feel seen, heard, and empowered to participate fully in their learning experience.
<small>RESOURCES USED and where to find more information:</small>			
<b>Course Units</b>	4 units	N/A	N/A
<small>RESOURCES USED and where to find more information:</small>			
<b>Reading Assigned/Textbook</b>	Michael Sullivan, <u>Statistics: Informed Decisions Using Data</u>	<a href="#">OpenStax Introductory Statistics</a> Links to an external site., edited by Ilkowsky and Dean (abbreviated as I&D)	Online books can often be accessed from various devices (laptops, tablets, smartphones), making learning materials more accessible to students regardless of their circumstances.
<small>RESOURCES USED and where to find more information:</small>			
<b>Instructional Methods</b>			
<small>RESOURCES USED and where to find more information:</small>			
<b>Assignments</b>	Previously, I signed homework assignments, class work, quizzes, and tests. Each assignment has a due date, and students must complete their work on time.	Now, students work together on group projects and participate in discussions. They can submit assignments multiple times for improvement. Assignments have tentative due and final due dates to promote flexibility. Also, students are allowed to make	These changes not only create a more inclusive learning environment but also empower students to take ownership of their education. By fostering collaboration, flexibility, and opportunities for improvement, you can better support the

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		corrections on exams to regain points.	diverse needs of your students, enhancing their engagement and success in the classroom.
RESOURCES USED and where to find more information:			
<b>Activities</b>			
RESOURCES USED and where to find more information:			
<b>Instructional Methods</b>	<p>I would assign classwork after the lecture by putting students in the group. Give them about 15-25 minutes to complete it. I will go over the questions after they have completed it.</p>	<p>After working in groups, I make a point to ask if would like to share an interesting solution or technique they saw from a peer. I assign non-traditional assessments for students to have an opportunity to demonstrate their understanding in a different way. Some examples are video recordings of them explaining a problem type, portfolio to demonstrate their best work, concept maps before exams where students write information (however they want!) that connects main themes from the unit/chapter, journal reflections on moments they have struggled in the class and how they persevered, etc. Encourage students to engage in reflective activities, such as journaling or discussions about their learning experiences and cultural backgrounds.</p>	<p>By incorporating these culturally responsive instructional methods, we can create a more inclusive and engaging learning environment that respects and values the diverse backgrounds of all students. This approach not only enhances academic success but also fosters a sense of belonging and community within the classroom.</p>
RESOURCES USED and where to find more information:			
<b>Classroom Environment</b>			
RESOURCES USED and where to find more information:			

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<b>Grading Policies</b>	<p>Students overall score heavily focused on exams. Current Grading Structure:</p> <p>Chapter Exams: 45%</p> <p>Final Exam: 30%</p> <p>Total: 75% (Heavily focused on exams)</p>	<p>The final grade in this class will be based on the following criteria and weights.</p> <p>Homework 15%</p> <p>Project 15%</p> <p>Quizzes 10%</p> <p>Class work 10%</p> <p>Discussion 10%</p> <p>Exams 20%</p> <p>Cumulative Final 20%</p> <p>There are extra credit assignments throughout the semester. The lowest test score will be replaced by the final exam score.</p>	<p>Allows students to demonstrate understanding in multiple ways, accommodating those who may struggle with traditional exams. By implementing these culturally responsive changes in grading policy, we can create a more equitable assessment environment. Also, it will reduce the anxiety level when that are taking the exam.</p>
RESOURCES USED and where to find more information:			
<b>Learning Goals</b>			
RESOURCES USED and where to find more information:			

<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.