

COURSE NAME: English 101			
FACULTY NAME: Peter Huk		DATE SUBMITTED: September 11, 2023	
COURSE COMPONENT	PREVIOUS VERSION DESCRIPTION	CULTURALLY REponsive CHANGES DESCRIPTION(S)	CULTURES ADDRESSED THROUGH THESE REVISIONS
Syllabus	My previous version of the syllabus remained fairly unchanged for the past decade.	I have made adjustments to my syllabus to make it more culturally responsive as far as the course requirements and course policies are concerned.	The most immediate cultures addressed are the students' own, whether they are continuing their education from high school or coming back as returning-adult students.  I have adjusted the syllabus and entire curriculum to be more inclusive of all students in terms of their needs and experiences.
Course Units	4.0	4.0	
Reading Assigned/Textbook	I previously used a collection of readings, 50 Essays, edited by Samuel Cohen, that contains a good amount of essays written by a fairly diverse range of authors covering essay topics relevant to their identities. Many of these essays have been	I have started using OER textbooks for the typically assigned reader/rhetorics. This will save my students at least \$60-100 per term. I have also started sourcing essays and short stories directly from the internet and as much as possible from the original publication websites.  An additional benefit of using online sources is the ability to incorporate web searches for other works by the same authors and to seek out any alternative perspectives.  I model the research process to students when we do our readings in class.  Here are the two OER textbooks I use for rhetoric and research skills:  <i>1.) ENGL 101: Rhetoric and Composition</i> , adapted from <i>Writing for Success</i> and edited by Amber Kinonen, Jennifer McCann, Todd McCann, and Erica Mead	The readings and viewings that I am assigning are more inclusive of various cultures within the US. More importantly, I am far more sensitive to include into spontaneous discussions findings of viewpoints from the internet.  In particular I am more aware of the need to assign texts that examine differing family structures, gender orientations, and disabilities within the US. I have not considered these previously when creating my reading list.  "Superman and Me" by Sherman Alexie <a href="https://www.umsl.edu/~alexanderjm/SupermanandMebyAlexie.pdf">https://www.umsl.edu/~alexanderjm/SupermanandMebyAlexie.pdf</a>  "Learning to Read" by Malcolm X <a href="https://www.wlww.k12.or.us/cms/lib/OR01001812/Centricity/Domain/2583/Malcolm%20X.pdf">https://www.wlww.k12.or.us/cms/lib/OR01001812/Centricity/Domain/2583/Malcolm%20X.pdf</a>  "Learning to Read and Write" by Frederick Douglass <a href="http://bcs.bedfordstmartins.com/webpub/english/bedguide8e/Public%20Domain%20Readings/Douglass%20Learning%20to%20Read%20and%20Write.pdf">http://bcs.bedfordstmartins.com/webpub/english/bedguide8e/Public%20Domain%20Readings/Douglass%20Learning%20to%20Read%20and%20Write.pdf</a>  "Books and Learning" by Richard Rodriguez <a href="https://www.youtube.com/watch?v=jz2wLvK9p9Q">https://www.youtube.com/watch?v=jz2wLvK9p9Q</a>  "Where I Learned to Read" by Salvatore Scibona <a href="https://www.newyorker.com/magazine/2011/06/13/where-i-learned-to-read">https://www.newyorker.com/magazine/2011/06/13/where-i-learned-to-read</a>

	<p>anthologized over the years. Reviewing the Culturally Responsive Assessment tool, I believe that I could adjust the specific readings to have greater impact on the students.</p>	<p><a href="http://library.baycollege.edu/ld.php?content_id=23584170">http://library.baycollege.edu/ld.php?content_id=23584170</a></p> <p>2.) <i>Choosing and Using Sources: A Guide to Academic Research</i>, Cheryl Lowry, 2016</p> <p><a href="https://ohiostate.pressbooks.pub/choosingsources/">https://ohiostate.pressbooks.pub/choosingsources/</a></p>	<p>“Shitty First Drafts” by Anne Lamott <a href="https://wrld.as.uky.edu/sites/default/files/1-Shitty%20First%20Drafts.pdf">https://wrld.as.uky.edu/sites/default/files/1-Shitty%20First%20Drafts.pdf</a></p> <p>“Why Don’t We Complain?” by William F. Buckley, Jr. <a href="https://www.cusd80.com/cms/lib6/AZ01001175/Centricity/Domain/3375/why%20dont%20we%20complain.pdf">https://www.cusd80.com/cms/lib6/AZ01001175/Centricity/Domain/3375/why%20dont%20we%20complain.pdf</a></p> <p>“Notes of a Native Son” by James Baldwin <a href="http://www2.csudh.edu/ccauthen/570f15/baldwin.pdf">http://www2.csudh.edu/ccauthen/570f15/baldwin.pdf</a></p> <p>“Reimagining the James Baldwin and William F. Buckley Debate” <a href="https://www.npr.org/2020/09/20/914548619/reimagining-the-james-baldwin-and-william-f-buckley-debate">https://www.npr.org/2020/09/20/914548619/reimagining-the-james-baldwin-and-william-f-buckley-debate</a></p> <p>“The Baldwin-Buckley Debate with Nicholas Buccola” by the Bill of Rights Institute <a href="https://www.youtube.com/watch?v=xqacOJ5ePCM&amp;t=24s">https://www.youtube.com/watch?v=xqacOJ5ePCM&amp;t=24s</a></p> <p>“How It Feels to Be Colored Me” by Zora Neale Hurston <a href="https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/619238/D12_How_it_Feels_to_be_Colored_ZNH_students_1_1_1.pdf">https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/619238/D12_How_it_Feels_to_be_Colored_ZNH_students_1_1_1.pdf</a></p> <p>“How to Tame a Wild Tongue” by Gloria Anzaldua <a href="https://genius.com/Gloria-anzaldua-how-to-tame-a-wild-tongue-annotated">https://genius.com/Gloria-anzaldua-how-to-tame-a-wild-tongue-annotated</a></p> <p>“Two Ways to Belong in America” by Bharati Mukherjee <a href="https://www.nytimes.com/1996/09/22/opinion/two-ways-to-belong-in-america.html">https://www.nytimes.com/1996/09/22/opinion/two-ways-to-belong-in-america.html</a></p> <p>“Salvation” by Langston Hughes <a href="https://centerforfiction.org/fiction/salvation-by-langston-hughes/">https://centerforfiction.org/fiction/salvation-by-langston-hughes/</a></p> <p>“Shooting an Elephant” by George Orwell <a href="https://www.orwell.ru/library/articles/elephant/english/e_eleph">https://www.orwell.ru/library/articles/elephant/english/e_eleph</a></p> <p>“On Being a Cripple” by Nancy Mairs <a href="https://faculty.uml.edu/bmarshall/MairsOnBeingaCripple.pdf">https://faculty.uml.edu/bmarshall/MairsOnBeingaCripple.pdf</a></p> <p>“The Myth of the Latin Woman” by Judith Ortiz Cofer <a href="https://www.oleanschools.org/cms/lib/NY19000263/Centricity/Domain/166/The%20Myth%20of%20the%20Latin%20Woman.pdf">https://www.oleanschools.org/cms/lib/NY19000263/Centricity/Domain/166/The%20Myth%20of%20the%20Latin%20Woman.pdf</a></p>
<p><b>Instructional Methods</b></p>	<p>English 101 consists of writing workshops that include brief lecturing</p>	<p>The instructional methods are not changing much at all. One area of greater focus for me is to allow for more small group work during each class.</p> <p>This allows for students to participate within their small peer groups especially when they do not feel comfortable contributing within the larger classroom</p>	<p>My instructional methods are far more respectful of a broader range of students' needs. Whereas I tried to call on all students at various times throughout the term, I am gauging students' own preferences in engaging, whether in sharing openly with the entire class or preferring to communicate within smaller group settings.</p>

	(15-20 minute segments) on specific writing topics; in-class writing activities; small group discussion and peer review activities; and viewing film excerpts.	setting. I have noticed a bit more participation and a greater sense of community building within the classroom as a result of this shift.	
<b>Assignments</b>	There are three major essay assignments that are scaffolded over the course of four to five weeks each and broken down by separate due-date requirements for pre-writing, rough draft, and final draft.	<p>I have created a greater number of lower stakes activities, so that students can partake in doing the work and not worry about a dramatic shift in their grade status.</p> <p>Each major essay assignment includes three smaller weekly reading assignments along with the three or four scaffolded writing exercises spread across a four-week period.</p> <p>Students can more easily keep up the pace, even if they miss one of the stages, such as pre-writing or rough drafting. I have incorporated two separate rough draft stages, so that students are more involved in the drafting and peer review processes before the final draft of the assignment comes up.</p>	I have adjusted the assignments to allow for a broader response from students. For example, my research assignment provides a prompt that the students can examine and decide to modify, in order to shape a research project that is more relevant to their major fields of study and/or their life experiences.
<b>Activities</b>	Each class period – as well as homework after each class session – includes	Each class period consists of a larger classroom Question and Answer session, followed by groups of three students each reporting to each other. Then, we shift into reading and discussion activities. These, then segue into a writing component with five minutes of instructions to lead students into the process.	The activities are more respectful of students' needs and responsibilities, inside and outside of the classroom.

	reading and writing activities.	Students can hereby complete much of the work required for homework. This allows them to carry momentum home with them.	
<b>Instructional Methods</b>	<p>Instruction is student-centered in that students needs are considered in terms of creating the syllabus and schedule of assignments.</p> <p>Discussions and specific writing activities derive from what will impact student writing skill development most efficiently and in an inspiring way.</p>	<p>Instruction remains student-centered. However, I have now added an element of student-centeredness into the classroom activities. I gauge student needs more directly and within each classroom setting, so that I may alter any lesson plans to address immediate student needs.</p> <p>This shift allows me to keep the classroom activities more relevant to students and to allow them to progress depending on where the difficulties may lie.</p> <p>I have also introduced a bit more video viewing to allow for students to experience viewpoints and ways of teaching that differ a bit from my one. One example is a lesson I have on rhetorical appeals. Instead of focusing primarily on literary essays, I have incorporated videos that analyze ads, television, and excerpts from film to show how the persuasive appeals function within a broader range of social and cultural texts.</p>	<p>Resources on Teaching Rhetorical Appeals:  <a href="https://youtu.be/O2dEuMFR8kw">https://youtu.be/O2dEuMFR8kw</a>  <a href="https://youtu.be/3klMM9BkW5o">https://youtu.be/3klMM9BkW5o</a>  <a href="https://youtu.be/rFcCFEeOEeg">https://youtu.be/rFcCFEeOEeg</a>  <a href="https://youtu.be/hbB53knPZSI">https://youtu.be/hbB53knPZSI</a></p> <p>Rhetorical Analysis Using the Theme of Civil Rights and Race:</p> <p>Washington Post article Containing Video Link of Martin Luther King Jr. Speech Used to Sell Dodge Ram During 2018 Superbowl:  <a href="https://www.washingtonpost.com/news/acts-of-faith/wp/2018/02/04/super-bowl-dodge-commercial-draws-backlash-for-using-a-sermon-from-the-rev-martin-luther-king-jr/?noredirect=on">https://www.washingtonpost.com/news/acts-of-faith/wp/2018/02/04/super-bowl-dodge-commercial-draws-backlash-for-using-a-sermon-from-the-rev-martin-luther-king-jr/?noredirect=on</a></p> <p>Fact-Idea List Heuristic (to Help Students Separate Out Concrete Facts from the Abstract Ideas They Stand For):  <a href="https://dornsife.usc.edu/assets/sites/903/docs/Discovering_Ideas_and_Developing_an_Argument/fact_idea_list_example.pdf">https://dornsife.usc.edu/assets/sites/903/docs/Discovering_Ideas_and_Developing_an_Argument/fact_idea_list_example.pdf</a></p> <p>Text of "Drum Major Instinct" Speech by Martin Luther King Jr.  <a href="https://bethlehemfarm.net/wp-content/uploads/2013/02/DrumMajorInstinct.pdf">https://bethlehemfarm.net/wp-content/uploads/2013/02/DrumMajorInstinct.pdf</a></p> <p>Theater of War Production of Martin Luther King Jr. Speech:  <a href="https://theaterofwar.com/projects/the-drum-major-instinct">https://theaterofwar.com/projects/the-drum-major-instinct</a></p> <p>Theater of War Production of "We Shall Overcome":  <a href="https://youtu.be/Vo3w8H1xE3s">https://youtu.be/Vo3w8H1xE3s</a></p>
<b>Classroom Environment</b>	<p>The classroom environment is fairly casual, allowing students the time to socialize around</p>	<p>The classroom environment is a bit more dynamic than I have experienced in the past. Part of this is due to my greater sensitivity to creating a culturally responsive curriculum.</p> <p>Not only have I adjusted my readings to bring in more diversity into the course resources, but I am looking to each student as a potential "resource" for classmates. I am privileging each student's unique upbringing, environmental influences, and specific</p>	

	<p>academic topics and to voice concerns. Each activity runs approximately 15 minutes, so that students experience a range of activities that can fit most learning styles.</p>	<p>learning styles so that students can more easily add to the richness of classroom experiences.</p>	
<b>Grading Policies</b>	<p>The previous syllabus expressed strictness concerning due dates, but it also provided opportunities for students to resubmit work along with the opportunity to revise previously submitted and grading work.</p>	<p>I have adjusted my grading policies to incorporate greater cultural responsiveness. Instead of imposing a strictness on specific due dates and late penalties, I am allowing students to complete work in class, so that they are making progress during each class session.</p> <p>I then allow for ten to fifteen minutes in the classroom when an assignment is due for students to ask questions and to incorporate any more feedback that they would like to. For students who have missed the assignment, they now have an opportunity to put in a minimum of effort and not feel as if they are far behind.</p> <p>Here is an article that addresses the use of mindfulness in contract grading:</p> <p>“Using Mindfulness as a Heuristic for Writing Evaluation: Transforming Pedagogy and Quality of Experience”</p> <p><a href="https://wac.colostate.edu/docs/atd/contemplative/counselio_kennedy2019.pdf">https://wac.colostate.edu/docs/atd/contemplative/counselio_kennedy2019.pdf</a></p>	<p>I have considered using a grading contract. However, I decided against it because I think it may be a bit too ambiguous to the students in terms of grade expectations.</p> <p>Instead, I am incorporating a greater focus on student effort and labor. I am also allowing students to resubmit any work that they would like to revisit. This can improve grades, and more importantly it can allow for students to put in extra effort to master a particular skill and develop more nuanced writing abilities.</p>
<b>Learning Goals</b>			

<p>The learning goals are for students to develop strengths in critical reading, clear articulation of their perspectives within thesis-driven essays, and strong information literacy practices.</p>	<p>The learning goals have been strengthened to allow for students to gain a greater appreciation for diversity within the curriculum I present and also to respect each other and themselves in the classroom as "storehouses" of valuable experience.</p>	<p>One of my hopes with the adjustments I have made is that students become more independent learners. Rather than imposing my teaching style, I am adjusting my style to try and draw out the students' own creativity and self-initiative in engaging with the class work.</p> <p>Resources on Teaching the Relevance of Greek Tragedy to Contemporary Audience:</p> <p><a href="https://www.youtube.com/watch?v=VtzExQr3cLE">https://www.youtube.com/watch?v=VtzExQr3cLE</a></p> <p><b>Applicability of Greek Tragedy to Contemporary Life</b> Theater of War Productions:</p> <p><a href="https://theaterofwar.com/">https://theaterofwar.com/</a></p> <p>Theater of War Projects (review the possibilities beyond Greek Tragedy, such as the reading of Frederick Douglass):</p> <p><a href="https://theaterofwar.com/projects">https://theaterofwar.com/projects</a></p> <p>Digital Initiative (Response to COVID):</p> <p><a href="https://theaterofwar.com/special-initiatives/digital-initiative">https://theaterofwar.com/special-initiatives/digital-initiative</a></p> <p>US Veterans and Greek Tragedy:</p> <p><a href="https://www.nytimes.com/2017/05/26/opinion/us-veterans-use-greek-tragedy-to-tell-us-about-war.html">https://www.nytimes.com/2017/05/26/opinion/us-veterans-use-greek-tragedy-to-tell-us-about-war.html</a></p> <p>Summaries of Plays and Philoctetes:</p> <p><a href="https://theaterofwar.com/schedule/philoctetes">https://theaterofwar.com/schedule/philoctetes</a></p> <p>Philoctetes and Implications on Mental Health:</p> <p><a href="https://my.vanderbilt.edu/vandyperforms/2015/10/philoctetes-the-theater-of-war-and-their-implications-on-mental-health-by-vanessa-marino">https://my.vanderbilt.edu/vandyperforms/2015/10/philoctetes-the-theater-of-war-and-their-implications-on-mental-health-by-vanessa-marino</a></p> <p>Sophocles and American Veterans:</p> <p><a href="https://www.newyorker.com/culture/culture-desk/theatre-of-war-sophocles-message-for-american-veterans">https://www.newyorker.com/culture/culture-desk/theatre-of-war-sophocles-message-for-american-veterans</a></p> <p>Theater of War Productions:</p> <p><a href="https://www.youtube.com/watch?v=YfONo7NwC6U">https://www.youtube.com/watch?v=YfONo7NwC6U</a></p> <p>Battling PTSD with Sophocles, Theater of War:</p> <p><a href="https://www.youtube.com/watch?v=v9VmradoaTw">https://www.youtube.com/watch?v=v9VmradoaTw</a></p> <p>Philoctetes and Homelessness:</p> <p><a href="https://www.youtube.com/watch?v=N8JwqsF6T5A">https://www.youtube.com/watch?v=N8JwqsF6T5A</a></p>
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			Bryan Doerries' Theater of War: <a href="https://www.youtube.com/watch?v=bAfOgmUUprI">https://www.youtube.com/watch?v=bAfOgmUUprI</a> Theater of Law (Incarceration System): <a href="https://www.youtube.com/watch?v=qCRsjlNQLgQ">https://www.youtube.com/watch?v=qCRsjlNQLgQ</a>
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<b>***Things to keep at the forefront of your mind while modifying curriculum to be culturally responsive and humanizing:</b>
<ul style="list-style-type: none"><li>• Seek-out, recognize, and address bias within the curriculum components.</li><li>• Seek insights from students to assist in the designing of curriculum and accuracy of portrayals.</li><li>• Bring real-world and community issues into the curriculum and seek ideas from students regarding actions.</li><li>• Highlight power dynamics, privilege, and historical oppression.</li><li>• Utilize multiple perspectives from different cultural groups.</li></ul>