

COURSE NAME: ENGL 101

FACULTY NAME: Kacie Wills

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COURSE COMPONENT	PREVIOUS VERSION DESCRIPTION	CULTURALLY REPOSITIVE CHANGES DESCRIPTION(S)	CULTURES ADDRESSED THROUGH THESE REVISIONS
Syllabus	In assessing my ENGL 101 course, I found gaps in representation of queer and non-binary individuals. I have also done research on and noted broader equity issues surrounding grading and the letter grade system.	I have tried to remedy gaps in representation through reading and incorporating two new texts, Alison Bechdel's <i>Fun Home</i> , and Maia Kobabe's <i>Gender Queer</i> , and one new assignment option based on these texts. To address equity issues surrounding grading, I have created a new grading contract I plan to implement fall 2023.	These revisions address the queer and non-binary community in both authorship and content. Additionally, the grading system changes address all underrepresented communities of students impacted by the inequities our letter grades system promotes. As suggested by Asao B. Inoue, labor-based grading contracts are one way to promote equity in the composition classroom.
RESOURCES USED and where to find more information: Alison Bechdel, <i>Fun Home</i> ; Maia Kobabe, <i>Gender Queer</i> ; Asao B. Inoue, <i>Labor-Based Grading Contracts: Building Equity and Inclusion in the Compassionate Writing Classroom</i>			
Course Units			
RESOURCES USED and where to find more information: Reading Assigned/Textbook	Previously, there was an absence of representation in my course of queer and non-binary folks, both in the texts and with the authors read.	I have tried to remedy gaps in representation through reading and incorporating two new texts, Alison Bechdel's <i>Fun Home</i> , and Maia Kobabe's <i>Gender Queer</i> .	These changes address the previously underrepresented queer and non-binary communities and bring to light the experiences of these individuals.
RESOURCES USED and where to find more information: Alison Bechdel, <i>Fun Home</i> ; Maia Kobabe, <i>Gender Queer</i>			
Instructional Methods			
RESOURCES USED and where to find more information: Assignments	Previously, there was an absence of representation in my course of queer and non-binary folks, in the texts and with the authors read and in the assignments.	I have developed a new assignment for the final assignment of the course that responds to Bechdel and/or Kobabe. Previously, this assignment was an in-class reflection on what was learned throughout the course, but I've decided to replace this with a critical response to the new content in graphic novel form. The final in-class essay will ask the students to analyze a particular set of pages from one or both of the graphic novels that exemplify how the authors defy single stories (the overarching theme of the course).	Through this assignment, students develop their understanding of the biases created by single stories and how reading about many different experiences and perspectives can help us counter single stories about gender, sexuality, masculinity, femininity, and family.
RESOURCES USED and where to find more information: Chimamanda Adichie TED talk "The Dangers of the Single Story"; Alison Bechdel, <i>Fun Home</i> ; Maia Kobabe, <i>Gender Queer</i>			
Activities			
RESOURCES USED and where to find more information:			
Instructional Methods			
RESOURCES USED and where to find more information:			

Classroom Environment			
RESOURCES USED and where to find more information:			
Grading Policies	I have used a letter-grade system for passing ENGL 101 since I began teaching 11 years ago.	Inquiry into my own course, as well as outside research, suggests that the letter grade system exacerbates inequality in the composition classroom and serves as a method of gate-keeping that works against historically underrepresented student populations. This is especially the case with my co-requisite ENGL 101 and 112 course. I am therefore developing and will adopt a contract grading system.	To address equity issues surrounding grading, I have created a new grading contract I plan to implement fall 2023.
RESOURCES USED and where to find more information:	Asao B. Inoue, <i>Labor-Based Grading Contracts: Building Equity and Inclusion in the Compassionate Writing Classroom</i>		
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:**
- Seek-out, recognize, and address bias within the curriculum components.
 - 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.