

COURSE NAME: English 103: Critical Thinking and Composition			
FACULTY NAME: Janae Dimick		DATE SUBMITTED: 2/13/23	
COURSE COMPONENT	PREVIOUS VERSION DESCRIPTION	CULTURALLY REPOSNSIVE CHANGES DESCRIPTION(S)	CULTURES ADDRESSED THROUGH THESE REVISIONS
Syllabus	None (first time I've taught the course)	https://sites.google.com/view/bigspring103/home	All
RESOURCES USED and where to find more information: Culturally responsive curriculum trainings and workshops.			
Course Units	N/A	N/A	N/A
RESOURCES USED and where to find more information/A			
Reading Assigned/Textbook	N/A/	<i>Stamped: Racism, Antiracism, and You: A Remix</i> , "The U.N. Declaration of Human Rights," "The People's Republic of Shein." "Global Supermarkets Selling Shrimp Peeled by Slaves," and "Factory Farming: A Violation of Human Rights" and https://docs.google.com/document/d/1z3XiirMFraUeKRAW4H8WAReFvoUKVnOq8qQReNIzQvg/edit?usp=sharing	Black, Latino/a/x, Asian, Multi-Racial, Immigrant/Undocumented, Non-Christian, Persons with Disabilities, LBTQIA+, and Native Americans.
RESOURCES USED and where to find more information: See reading list above.			
Instructional Methods	N/A	Student-led and instructor-led discussions, lectures, online discussion boards.	All
RESOURCES USED and where to find more information:			
Assignments	N/A	Analytical Book Review. Students choose a culturally-engaged book and write an essay that analyzes its use of rhetoric. https://docs.google.com/document/d/1mKoBtrFVTuUtt-UTgQfOGsOz7nlQglxH-5xRpDDYI5o/edit?usp=sharing	Any (student-choice)
RESOURCES USED and where to find more information:			
Activities	N/A	Group and class discussions and online discussion boards. Reflective writing and engaging with different texts (textual and visual).	All
RESOURCES USED and where to find more information:			
Instructional Methods	N/A		
RESOURCES USED and where to find more information:			
Classroom Environment	N/A	Classroom environment norming session and survey given to students. https://docs.google.com/document/d/1oJA6zxOjDBpyXi9faoue7HC2UJyGSj8dkMZ5GVAp7es/edit?usp=sharing	All
RESOURCES USED and where to find more information: Biliias-Lolis, E., Gelber, N. W., Rispoli, K. M., Bray, M. A., & Maykel, C. (2017). <i>On promoting understanding and equity through compassionate educational practice: Toward a new inclusion</i> . Psychology in Schools, 54, 1229-1237. DOI: 10.1002/pits.22077			
Grading Policies	N/A	Contract grading. https://docs.google.com/document/d/1FlrxEJAzAAD5XQaCe_qDgv9VeVFr5R2HcEfDWHbBDM0/edit?usp=sharing	All
RESOURCES USED and where to find more information: https://docs.google.com/document/d/1wSJxeT2s6q2ub4IzU-OyiEEDFL-WWRlpet5NT8XyKA/edit?usp=sharing			
Learning Goals		Student Learning Goals are set by their respective departments and cannot be changed unless the department agrees.	
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.