CULTURALLY RESPONSIVE CURRICULUM MODIFICATIONS

COURSE NAME: POLS 103 – American Government - ONLINE

FACULTY NAME: Jessica Scarffe   **DATE SUBMITTED**: June 8, 2024

COURSE COMPONENT	PREVIOUS VERSION DESCRIPTION	CULTURALLY REPONSIVE CHANGES DESCRIPTION(S)	CULTURES or LEARNING STYLES ADDRESSED THROUGH THESE REVISIONS
Syllabus	Communication via email, Canvas mail and office phone only.	Added mobile phone and text as communication options.	Expanding and modernizing the communication options meets students where they are in terms of technology, lifestyle and generational habits.
	No DEI statement.	Addition of DEI statement **Diversity, Equity and Inclusion** As an instructor and as a person, I am committed to the values of diversity, equity and inclusion. Here's what these values mean: ✓ **Diversity**: Diversity is the range of human differences and identities, including but not limited to race, ethnicity, gender, gender identity, sexual orientation, age, social class, physical ability or attributes, religious or ethical values system, national origin, perspectives, language, and political beliefs [including all intersectionalities]. ✓ **Equity**: Equity is the promotion of justice, individualized treatment, and fairness needed for all individuals to achieve individual and communal success.	The DEI statement welcomes all students in a positive and direct way. Students have commented on this in the syllabus annotation activity at the beginning of this semester.

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	Syllabus limited to policies and due dates.	✓ **Inclusion**: Inclusion is the policy and intentional practice by which barriers are removed so that all individuals may be fully involved and empowered to participate meaningfully in all aspects of the college. Addition of inspirational quotes from diverse perspectives.	The words of Cesar Chavez, Thurgood Marshall, and other diverse voices make politics more relevant and approachable to a wider population.
	Online syllabus as PDF only.	Syllabus in Word and use of "liquid" syllabus tool on Canvas	The "liquid" syllabus is more dynamic, with links and easier readability. This makes for a warmer, more engaging tone, making students of all backgrounds feel more comfortable in the class.
RESOURCES USED and where to find more information:			
Course Units	3 units	3 units	GE transfer course. Unchanged.
RESOURCES USED and where to find more information:			
Reading Assigned/Textbook	PowerPoint slides did not have ALT text.	PowerPoint slides have ALT text for images.	ALT text is important for students using screen readers, making the course more accessible.
	Used PDF versions of PowerPoint on Canvas. ["red" accessibility]	Using PowerPoint version of slides on Canvas. ["green" accessibility]	Improved accessibility is of particular importance for students who use screen readers. [See screenshots of before and after.]
	Online [digital] and print versions of textbook only.	POLS 103 textbook now offered as audiobook. There is an audiobook version of the OpenStax American Government textbook, available at the following sites: • Spotify: https://spoti.fi/3cCP7mM • Apple Podcasts: https://apple.co/3ShUeJt • Google Podcasts: https://bit.ly/3bmYA1f	The audiobook further expands accessibility. Students can listen to the textbook while commuting and even at work under some circumstances. This broadens the access of the material beyond reading. This is particularly good for auditory learners and for some of our busier students with demanding work/family obligations.

		• YouTube Playlist: https://bit.ly/3S1f7IB	
RESOURCES USED and where to find more information:			
Instructional Methods	Course content materials only on Canvas. No "human" face of instructor.	Addition of instructor-created videos, including a "welcome" video tour of the Canvas site.	The videos personalize and contextualize the instructor-student interaction. Adding audio and video to written content benefits auditory and visual learners.
RESOURCES USED and where to find more information:			
Assignments	Traditional exams and essays.	Addition of Hypothesis social annotation assignments.	This annotation tool engages students with the course material and with each other. Rather than static discussion posts, the annotations are more dynamic with all students engaging with a document in the same space.
	Reliance on PDF for assigned readings.	Use of Canvas "pages" tool for more assignments.	PDF is no longer considered the optimal file format. The Canvas "Pages" tool provides better accessibility and readability.
	Written explanation of assignments only.	Addition of instructor video presentation of assignment instructions.	Together with the annotation tool, video explanations of key assignments meets a much broader range of learning styles.
RESOURCES USED and where to find more information: Hypothesis			
Activities	Student-to-student discussion boards.	Addition of "Meet the Professor" one-on-one meeting between instructor and students. Each student may schedule a **one-on-one live meeting** with the instructor to chat about the class and your interests. This is worth up to 10 points. Please come ready for a casual chat to talk about one or more of the following: ▪ A class topic that you found confusing and either have questions about or want more explanation	This is a humanizing addition to an asynchronous fully online class with no live class meetings. Students choose from a broad range of appointment days and times. This is particularly helpful to and supportive of first generation students. This is a way to bring some of the "live" classroom experience to the online environment.

		▪ A class topic that you found interesting [in a good or bad way] and that you think you will remember after the class is over ▪ How something you learned about in the class connects to your own life ▪ Something going on in politics that interests or concerns you Appointments [each slot is 20-minutes] are available on the following dates, times - all on Zoom:	
RESOURCES USED and where to find more information:			
Classroom Environment	"Politics in the News" feature without connections to concepts. No "Home" welcome page on Canvas	All "Politics in the News" entries are now linked to specific concept[s] from class. **Redistricting & Gerrymandering**: When is congressional redistricting not just strange, but illegal? Addition of "Home" page to welcome students, introduce them to the class and to me as the instructor. The Home page includes an image of people engaging in political activism, a brief outline of the course structure, guidance for getting started [with links] and information on how to communicate with me.	This is another way to bring some of the "live" classroom experience to the online environment. In my live F2F classes, I would start with some political news headlines to engage students in real world events. Then, we would seek connections to specific concepts in the course. In the online class, I present this as a page that is updated regularly, with links to articles and named connections to those concepts. This is most helpful to students who did not grow up with political conversations in the household.
RESOURCES USED and where to find more information:			
Grading Policies	Late Policy: Late work grades will be lowered by 20% immediately and by an additional 10% each week. Less variety in assignments and less engagement:	Late Policy: Late work grades will be lowered by 10% immediately and by an additional 10% each week. More variety, more engagement, more low-risk opportunities:	Reducing the late penalty recognizes the stressful lives of our first-generation, majority minority student population. The greater variety of assignments better meets the diverse learning styles and interests

Exam 1	50	
Exam 2	50	
Exam 3	50	
Discussion Questions (5 x 10 pts)	50	
Issue Paper	50	
Quizzes (10 x 5 pts)	50	
Total	**300**	

Annotation 1	5
Quizzes (11 x 5 pts)	55
Exam 1	50
Exam 2	50
Exam 3	50
Annotations 2-5	40
Issue Paper	40
Meet The Professor!	10
Total	**300**

of our students. There are many ways for students to "shine" [and also for me to identify those who might be struggling, with the opportunity for early intervention and minimal negative impact on their likelihood of success].

RESOURCES USED and where to find more information:

Learning Goals

The Student Learning Outcomes are taken from the Course Outline of Record.

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I have added this:

THEMES & AREAS OF EMPHASIS:
While basic course content is consistent across all sections and instructors, each instructor is different. When selecting a course, you should feel comfortable with the style and focus of the instructor. Here is what you can expect in this section:
- ✓ Connecting theory to reality
- ✓ Seeing the "big picture"
- ✓ Answering the question "why?" when supporting or opposing any position
- ✓ Importance of civic/political participation
- ✓ Role of compromise in political outcomes

All of my additional themes are focused on making the course meaningful in the real world – from the local community to the world at large. It also opens more opportunities to ensure multiple perspectives and cultures are represented. These themes also reflect Bloom's Taxonomy of higher learning.

With these themes directing the course activities, students are engaged in identifying bias, privilege and diversity [or the lack of it] in American government and politics.

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.
• 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.

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- Highlight power dynamics, privilege, and historical oppression.
- Utilize multiple perspectives from different cultural groups.
- Seek to reach multiple learning styles / intelligences.