ANTIRACIST TEACHING OBJECTIVES	SAMPLE PRACTICES	RESOURCES FOR AREA A1 Oral Communication (SELF-EVALUATION)
OBJECTIVE 1 Course content is inclusive/accessible for students to process with their own unique abilities and strategies.	When designing your accessible course, keep the following practices in mind: • Checking videos for correct closed captioning • Ensuring your digital content is not scanned or in exclusively graphic format • All images must include Alt-Text • Check that all software requirements of the course are accessible, or an Equally Effective Alternative Action Plan has been created. • Course is free of graphics/gifs that have flashing effects (Seizure inducing). • Required internet/software tools used to display content are available to all students. (If a student doesn't have necessary equipment or internet access, they can be referred to IT)	Teaching Practices: Alternative Assignments for Oral Presentations Teaching Practices: Communication Studies and Journalism Accessibility Study Tool: Write good Alt Text to describe images Tool: Creating an Equally Effective Alternate Access Plan Campus Resource:Technology Quick Start Guide for Students Campus Resource: Wildcat Computing Support
OBJECTIVE 2 Students are offered multiple opportunities to demonstrate knowledge (via assessment strategies) in ways that are best aligned to their own unique abilities.	• When assessing students informally or formally in a given activity, provide your students with opportunities to demonstrate knowledge in multiple ways. Examples include: • Summarizing or critiquing an article via recorded response in addition to a written response. • Give students multiple options to complete a final project: recorded presentation, in class presentation, podcast assignment, videographic essay, etc.	Tool: Universal Design for Learning Guidelines Workshop Series: Podcasting for Teaching and Learning Blog: Essential Practices To Use Podcasting As A Communication Medium Article: Videographic Criticism in the Classroom: Research Method and Communication Mode In Scholarly Practice Teaching Guide: Multiple Representations

OBJECTIVE 3 Assessments and feedback are provided in such a way that allows students to self-assess their own strengths, learning gaps, and needs.	• Before assessing formal assignments (large projects, essays, etc.) create a rubric that students can use to evaluate their own work - BEFORE you evaluate them with the same criteria. This will allow them to self-identify their own strengths and learning gaps so that they can improve their work before final submission. • Provide students with a checklist that aligns to an assessment's guidelines and expectations. Allow students to use the checklist to self-assess their own work before submission.	Tool: Rubric for Oral Communications: Learning Program Self-Assessment (Veterans Affairs) Tool: Oral Presentation Checklist
OBJECTIVE 4 Course content, student activities, instructional strategies, and assessments emphasize and support the maintenance of students' diverse, multiple, and intersectional identities.	When discussing how your course's concepts impact matters of race, gender, sexuality, language, ability, socio-economic status (etc.) challenge students to consider how these identities intersect with one another. For example: o If examining a topic for discussion/debate that relates to women's rights - focus on the rights of those women who have been the most oppressed - Black, Latinx, Asian American, Native American, and trans women. o In a communication course - When having class debates or town hall meetings, have your students examine the unique challenges faced by BIPOC students in relation to modes of communication and societal expectations.	Tools and Support for Oral Communication Assessment Article: Targeted Communication Trainings to Foster Minority Students' Presentation Skills Article: Reflections on a Pedagogical Shift: A Public Speaking for Social Justice Model
OBJECTIVE 5 Course content, student activities, instructional strategies, and assessments foster and empower student competence, student agency and the desire to effect change.	When learning about matters of anti-blackness, racism, racial inequality, or homophobia (either internal or external to your course), provide an outlet for students to explore their interests via agency and action within the context of your field. For example: o Joining a protest o Engage in civil action or discourse	Teaching Guide: Black Lives Matter in the Classroom Teaching Guide: Building Student Agency Article: Embracing and Rejecting Student Agency: Documenting Critical Reflection

	o Connecting with local non-profit agencies o Developing new community resources o Starting/facilitating a grassroots organization or student club	Practices in the Basic Communication Course Classroom
OBJECTIVE 6 Course content, student activities, instructional strategies, and assessments develop cultural knowledge that is co-constructed through students' lived experiences and that normalizes sharing, critiquing, reviewing and renewing.	• When exploring new concepts in your course, begin by having your students connect these concepts with their own lived experiences and preferred modes of storytelling or argumentation. Teach from a place that decenters "expertise" from yourself to a place of shared understanding that takes your students' experiences into consideration. • Create a space where students can safely explore, share, and renew their own understanding of your course's concepts, while critiquing each other's perspectives. • Allow students to locate and choose their own resources when exploring and unpacking a module or course concept. • Cultivate an environment that encourages constructive critiquing and adds to critical thinking.	Podcast: Culturally Responsive Teaching Teaching Guide: Culturally Responsive Teaching
OBJECTIVE 7 Course content, student activities, instructional strategies, and assessments are aligned to student assets (content knowledge background, learning strengths, ethnicity, race, socio-economic status), resources, linguistic resources, student interests and aspirations).	• Begin each course by getting to know your students (via "all about me surveys," journal activities, discussion introductions, etc.), identifying their strengths and assets, and finding patterns. Once this is done, craft your lessons in a way that builds upon these assets to support student motivation and engagement. • In a public speaking or small group communication course course, giving students the opportunity to explore the course's concepts in a way that draws upon their local community, culture, or family.	Teaching Guide: Linguistic Capital Web Article: Building Student Confidence in Oral Communication

	• When working with students who are interested in healthcare or education, ask them how they can draw upon their own language backgrounds to support communities that speak the same language. • Provide comments and feedback to students in a way that draws and builds upon their assets and strengths.	
OBJECTIVE 8 Course content, student activities, instructional strategies, and assessments address student barriers (content knowledge background, learning challenges, cultural (ethnicity, race, socio-economic status) backgrounds, linguistic challenges).	• Begin each course by getting to know your students (via "all about me surveys," journal activities, discussion introductions, etc.), identifying their learning needs and finding patterns. Once this is done, craft your lessons in a way that addresses these needs to support student motivation and engagement. • Provide quick writing assessments at the beginning of the semester to learn about your student's current knowledge as it pertains to the topics that you are teaching. Find out where there might be learning gaps and address them in your course accordingly. • Learn about your students' access to educational technology and access work and study opportunities. If for example, you find that students work multiple jobs while going to school full time, take this into consideration when planning for homework tasks.	Article: Hispanic-Serving Institutions and Mass Media Engagement: Implications for Sociolinguistic Justice Blog: Barriers of Classroom Communication
OBJECTIVE 9 Course content, student activities, instructional strategies, and assessments are developed through a lens that: A) Explores racial justice issues; B) Provides opportunities for	• Investigates how central topics in your course can lead to the systemic fair treatment of all races through proactive and preventative measures. Ex. – in a communication class, discuss the importance of including a diversity of voices in policy making related to environmental, economic,	#CommunicationSoWhite: a collaborative reading list working to address the structural barriers faced by marginalized scholars in Communication Studies.

students to think critically about race and racism and their intersections with the course's central concepts; C) Confronts and disrupts racial inequities (in the classroom and as related to the course's central concept); D) Normalizes a critical lens; E) Actively de-centers whiteness.	educational, etc. policies and provide communication-based tools to meaningfully incorporate voices into policy making. • Explore and interrogate stories related to your course's topics that are connected to matters of race, racial inequality, and/or racism. • Provide opportunities for your students to critique the status quo as it pertains to your courses' central concepts. Ex - The ways in which data can be used to negatively skew debates and argumentation. • Actively help your students understand how your course's topics directly impact communities of color. Ex - including scholarly and non-scholarly perspectives of persons of colors in your syllabus in the forms of peer-reviewed journal articles, news articles, podcasts, guest speakers, etc.	Article: Reflections on a Pedagogical Shift: A Public Speaking for Social Justice Model Teaching Practices: Considerations for Antiracist Teaching
OBJECTIVE 10 Instructors interrogate, confront, abolish, and redevelop course content, student activities, instructional strategies, and assessments that are steeped in white supremacist, oppressive, deficit-oriented, and racist underpinnings.	• Reflect on your course and complete a curriculum audit that identifies resources, teaching practices, and assessments that are informed by white supremacy. • Reflect on your course and complete a curriculum audit that identifies resources, assessments, and teaching practices that may represent bias or dominant narrative. • Ex 1: In a communication course - focusing too much on "writing skills" (grammar, sentence structure, word choice, formatting, etc.) that are informed by the rules of Standard English - even if your students can demonstrate your module's learning objectives. • Ex 2: Teaching in a way that centers all knowledge and expertise on you, the educator, instead of	Searchable database of writers of color in many academic fields Writers of Color #CommunicationSoWhite: a collaborative reading list working to address the structural barriers faced by marginalized scholars in Communication Studies. Teaching Practices: Considerations for Antiracist Teaching Video Workshop: FDEV Forum, Living Room Conversations Teaching Guide: Creating Anti-Racist Classrooms

	acknowledging that your students too can be part of the knowledge construction experience. • Ex 3: You police the language, communications, and norms in your class that oppress students' cultural identities. Such as - reprimanding your students' usage of colloquial language in their oral communication assignments. • Ex 4: The resources in your course reflect a "single story" that is often dominated by a cisgender white narrative, as opposed to reflecting a variety of voices, narratives, and perspectives. • Ex 5: When teaching controversial topics, or communicating with students, instructors shy away from "uncomfortable" topics that directly impact the lives of those who have been historically marginalized or minimize the impact of such marginalization.	
OBJECTIVE 11 Courses have a space that allows students to critique and challenge, and provide feedback to instructors when students face oppression, or are not represented or heard.	• Provide students with opportunities for feedback - such as weekly or quarterly anonymous feedback forms. • Create a space where you acknowledge that mistakes will occur, but that you are ready to learn from it. • Welcome feedback and criticism and try to not be reactive when students call you out. • Adapt an Early-Term Feedback Survey as an opportunity for students to provide feedback.	Web Article: Why Professors Should Ask Students For Feedback Long Before the Semester Is Over Teaching Practices: Addressing microaggressions in the classroom Tool: Recognizing Microaggressions and the Messages They Send Tool: Sample Questions for Anonymous and Mid-semester Feedback Surveys Web Article: Using Feedback to Support Equity and Inclusion in your Classroom