ANTIRACIST TEACHING OBJECTIVES	SAMPLE PRACTICES	RESOURCES FOR AREA A2 Written 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)	**Tools, Training & Support** Write good Alt Text to describe images Creating an Equally Effective Alternate Access Plan Technology Quick Start Guide for Students Wildcat Computing Support Otter.ai Kurzweil
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: contract grading, portfolio grading, and/or ungrading • Summarizing or critiquing an article via different kinds of composing, including but not limited to recorded response, informal written response, or drawing. • Give students multiple options to complete a final project - Recorded presentation, infographic, poster, etc.	**Tools, Training & Support** Universal Design for Learning Guidelines Schinske and Tanner, "Teaching More by Grading Less (Or Differently)" (2014) Elbow and Danielewicz, "A Unilateral Grading Contract to Improve Learning and Teaching," (2008) Inoue, *Labor-Based Grading Contracts,* (2019) *[excerpts only]*

		Inoue, "Introduction: Laboring Toward Grading Contracts and the Inner Dikes" Stommel, "Ungrading: A Bibliography"
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 assessments (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. • Students co-create rubrics and/or checklists. • Have students write short reflections that discuss why they made changes during essay revisions.	**Tools, Training & Support** "Types of Rubrics: Analytical, Developmental, Holistic, Checklists" see Objective 2 above as well
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 When discussing citational practices focus on voices from communities most often overlooked in scholarship like Black, Latinx, Asian American, Native American, and trans individuals. o When discussing reporting on LGBT communities, provide examples that intersect gender identity and race, such as a interviewees	**Tools, Training & Support** Discussion of Farris, etc. on "The grammar debate" from Boston Univ. Baker-Bell, "Black Language is Good on Any MLK Boulevard" from *Linguistic Justice: Black Language, Literacy, Identity, and Pedagogy* (2020)

	or story subjects who self identifies as gay or transgender and Black, and challenge your students to consider the implications of this intersection when supporting their needs. .	
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 contexts of composition, rhetoric, and journalism. For example: o Joining/facilitating a protest o Engage in civil action or discourse o Connecting with local non-profit agencies o Developing new community resources o Starting/facilitating/joining a grassroots organization	**Tools, Training & Support** "Natl Resource List" (relates to participating in protests)
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. 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.	**Tools, Training & Support** Bell, "Contact Zone, Pedagogy, Internalized Racism, and Composition at the University's Gateway" Chavez, "Sample Lesson Plans" from *The Anti-Racist Writing Workshop* (2021)
OBJECTIVE 7 Course content, student activities, instructional strategies, and	• Begin each course by getting to know your students (via "all about me surveys," journal activities, discussion introductions, etc.),	**Tools, Training & Support** Young, "Should Writers Use They Own English?"

assessments are aligned to student assets (content knowledge background, learning strengths, ethnicity, race, socio-economic status), resources, linguistic resources, student interests and aspirations).	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 writing course, giving students the opportunity to explore the course's concepts in a way that draws upon their local community, culture, or family. • Ask students 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.	Savini, Catherine. "10 Ways to Tackle Linguistic Bias in Our Classrooms."
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	**Tools, Training & Support** Baker-Bell, "Language, Identity, Power, and Culture Activity" from *Linguistic Justice: Black Language, Literacy, Identity, and Pedagogy* (2020)

	school full time, take this into consideration when planning for homework tasks.	
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 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.	• Explore and interrogate stories related to academic writing, rhetoric, and/or journalism that are connected to matters of race, racial inequality, and/or racism. • Investigates how central topics in journalism can lead to the systemic fair treatment of all races through proactive and preventative measures. • Provide opportunities for your students to critique the status quo as it pertains to your courses' central concepts. Ex - The ways in which narratives of illegal drug usage among BIPOC communities are crafted and disseminated via various media. • Actively help your students understand how language, argumentation, rhetoric, and/or writing directly impacts communities of color.	**Tools, Training & Support** "Diversity Profile Exercize" (see exercise #2 in *A Booklet of Interactive Exercises to Explore Our Differences from Stockton University*) bell hooks, "Embracing Change: Teaching in a Multicultural World" chapter 3 in *Teaching to Transgress*
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 writing courses - 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 a learning objective about analyzing advertisements.	**Tools, Training & Support** Pimentel, et. al. "The Myth of the Colorblind Writing Classroom" Chimamanda Ngozi Adichie, "The Danger of a Single Story"

	• Ex 2: Teaching in a way that centers all knowledge and expertise on you, the educator, instead of 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 discussion board comments. • 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.	**Tools, Training & Support** Stamborski, et al. "Anti-Racist Educator Self-Examination Questionnaire + Rubric"