



# EQUITY MINDEDNESS IN THE CLASSROOM

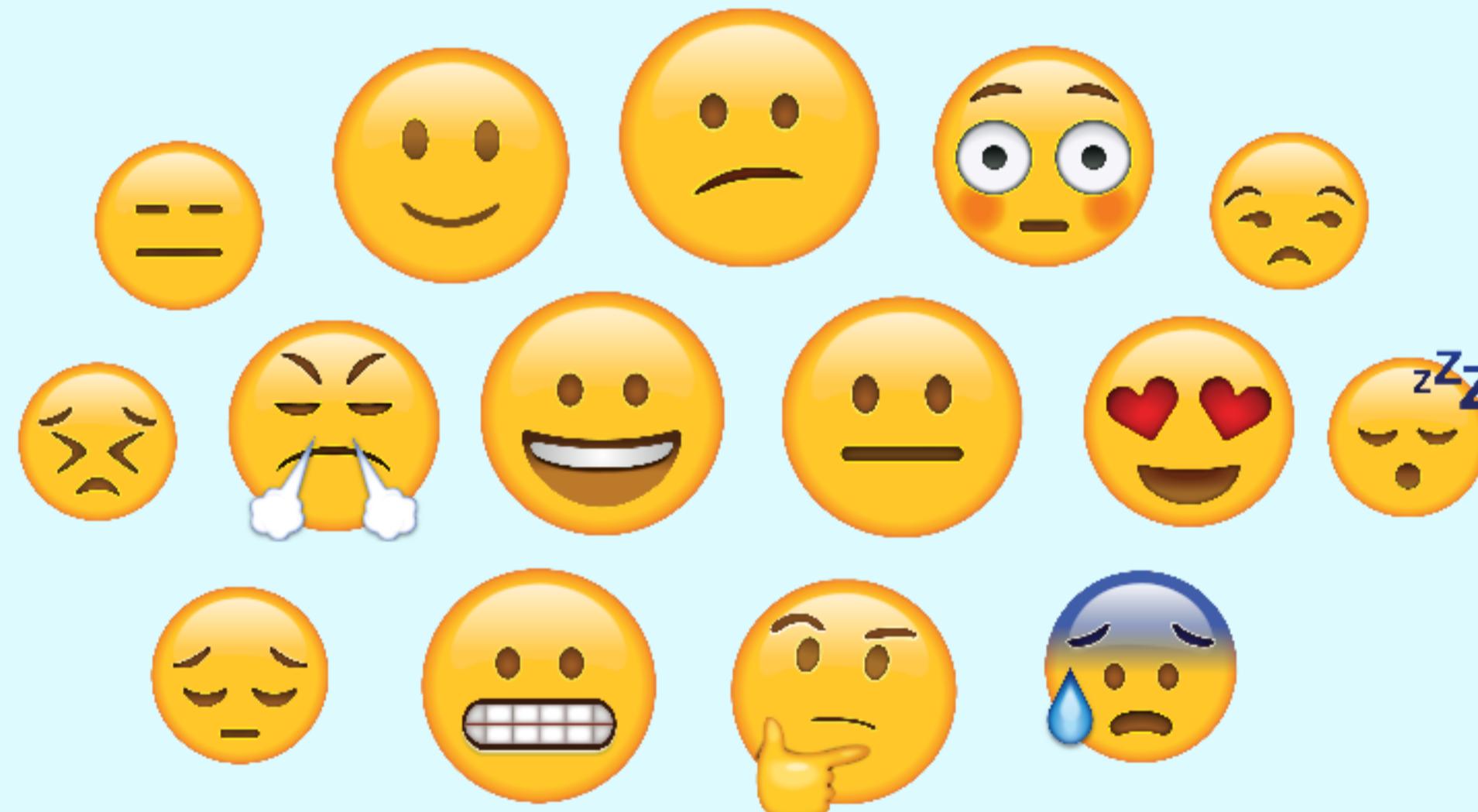
Here, we'll take a deep dive into Equity Mindedness, figure out what it's all about, and how it can change your classroom forever.

LET'S GET STARTED

But first...

# HOW DOES IT MAKE YOU FEEL TO TALK ABOUT RACIAL EQUITY?

- Excited
- Frustrated
- Annoyed
- Angry
- I Love It
- Bored
- Interested
- Confused
- Scared
- Uncomfortable
- I'm Neutral
- Disinterested
- Worried
- Disappointed
- Nervous



First things first...

# WHY FOCUS ON SYLLABI?

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Syllabi are a key feature of every academic course. It serves multiple purposes.

Often, syllabi are seen as **contracts** between students and the instructor and as a **record of** what courses cover and how student outcomes and performance are evaluated for accountability purposes (Parkes & Harris, 2002).

However, syllabi are also **learning tools** that can help students develop effective learning practices and strategies, as well as **communication devices** that share how teaching will be approached (Grunnert, 1997; Parkes & Harris, 2002).

While syllabi are not documents of what actually happens in the classroom, they serve varied purposes, making them rich sources of information about teaching as a practice.





Okay, but...

## WHY INQUIRE INTO SYLLABI?

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Teaching is a core practice of college faculty, yet inquiry and self-reflection are rarely routine and often occur in an unstructured manner.

Syllabus review is an opportunity for structured inquiry and reflection, providing a safe space to assess aspects of teaching as reflected in syllabi, for example, course goals, class norms and rules, expectations for and evaluations of student learning, and forms of assistance and support.

As artifacts of practice that capture how faculty see the course, what they assume students should be able to accomplish, and what they will do to advance student learning, inquiry into syllabi has the potential to reveal the assumptions, attitudes, values, and beliefs that shape teaching. Also, examining the content and language of a syllabus can help make explicit **who** it is written for (e.g., students, faculty, institution) and **who** it best serves.



You might ask...

# WHAT DO SYLLABI HAVE TO DO WITH RACIAL EQUITY?

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With few exceptions (historically black colleges and universities being the most notable), higher education institutions were **founded and designed to serve white students**, particularly those who are male, middle- to upper-class, heterosexual, able-bodied, and Christian.

Despite the increasing diversity of the American college student population, many of higher education's policies and practices have not been reconfigured to equitably support, affirm, and validate students from racially minoritized groups.

## Artifacts of Practice

Syllabi can reinforce and reproduce the norms and rules that generally align with the experience of white students, or syllabi can counter those norms and rules. For racially minoritized students who have experienced exclusion, marginalization, discrimination, and oppression in education and elsewhere, syllabi can be tools for **equity-minded practice**.





Wait, what are...

# TOOLS FOR EQUITY-MINDED PRACTICE?

One.

Faculty can use syllabi to **demystify** the implicit norms and ambiguous processes that characterize college such as how to be a “successful” student.

Two. Three.

Syllabi can **welcome** them into a classroom where they will be cared for and **validate** their pursuit of a college degree and ability to be successful.

Four.

They can send the message that while students need to work hard in college, faculty are there to support and work in **partnership** with them.

Five. Six.

Finally, syllabi can affirm the belonging of racially minoritized students in higher education by **representing** their experiences in course materials and **deconstructing** the presentation of white students and white experiences as the norm.



# What is Equity-Mindedness?

## BEING COLOR-CONSCIOUS vs. "COLOR-BLIND" IN AN AFFIRMATIVE SENSE



To be color-conscious means noticing and questioning patterns of inequitable educational outcomes among minority students, and contextualizing these inequitable outcomes in light of historical exclusion, discrimination, and educational apartheid.

### EXAMPLE

Counselors at a community college noticed that a large number of students of color who began in Basic Skills math courses did not go on to take transfer level math. They reject explanations based on minority students' lack of interest in math. They realize instructors may not be aware of campus resources to support students with their homework, so counselors initiated an outreach strategy to notify instructors and students of campus learning resource centers. The response from a survey of students who participate in tutoring services shows that this approach increases the use of campus resources to supplement the instruction in Basic Skills math courses.



# What is Equity Mindedness?

## BEING AWARE OF RACIALLY-BOUNDED BELIEFS, EXPECTATIONS, AND PRACTICES



Practitioners are careful not to attribute inequitable educational outcomes to incomplete or inaccurate explanations regarding students' cultural predispositions, capacity, ability, or ambitions.

### EXAMPLE

A philosophy instructor notices that his Latina students rarely speak up in class. He wonders if it is because they have been socialized by their families to be more submissive. The instructor generally focuses on canonized Western authors, but decides to introduce the work of Chicana scholar Gloria Anzalduá in class one day. The animated response her work generates among the Latina students amazes him. He experiments with incorporating other diverse authors in the curriculum and finds that the class appreciates the exposure to a spectrum of perspectives.



# What is Equity Mindedness?

**BEING ABLE TO  
DEMONSTRATE  
"AUTHENTIC CARING"  
TO BECOME  
INSTITUTIONAL AGENTS**



Institutional agents are individuals who have the capacity and commitment to transmit directly, or negotiate the transmission of, institutional resources and opportunities (Stanton-Salazar, 1997). Therefore, to care authentically means to reach out to students proactively and give them the tools they need to succeed. Authentic care encompasses substantial help-giving actions and should not be confused with being understanding or sympathetic. While understanding and sympathy may provide the motivation for help-giving actions, alone they are not sufficient to make a difference in minority students' lives.

## EXAMPLE

Instructors take the time and trouble to equip students with the tools they need to succeed in college by showing them, among other things, how to research and format a paper, outline their class notes and reading assignments, and study effectively for exams.



# What is Equity Mindedness?

**BEING ABLE TO  
ASSUME RESPONSIBILITY  
FOR THE ELIMINATION OF  
INEQUALITY**



Rather than viewing inequities in student achievement as unfortunate but expected outcomes, practitioners allow for the possibility that they might be created or exacerbated by taken-for-granted practices and policies, inadequate knowledge, a lack of cultural know-how, or the absence of institutional support.

## EXAMPLE

Community college counselors notice that incoming students who take the campus placement test for ESL lack information on how this placement exam affects their ability to take transfer level English coursework. They find that students take ESL courses, but lack the knowledge or resources to understand how to interpret the placement exam results and what courses would satisfy transfer requirements. They develop an outreach strategy to educate incoming students about the interpretation of placement test results and proper course placement. As a result of this strategy, the counselors notice an increase in the number of students who take ESL courses and then enroll in English transfer level course work.



# What is Equity Mindedness?

## BEING DATA ORIENTED FOR ASSESSMENT



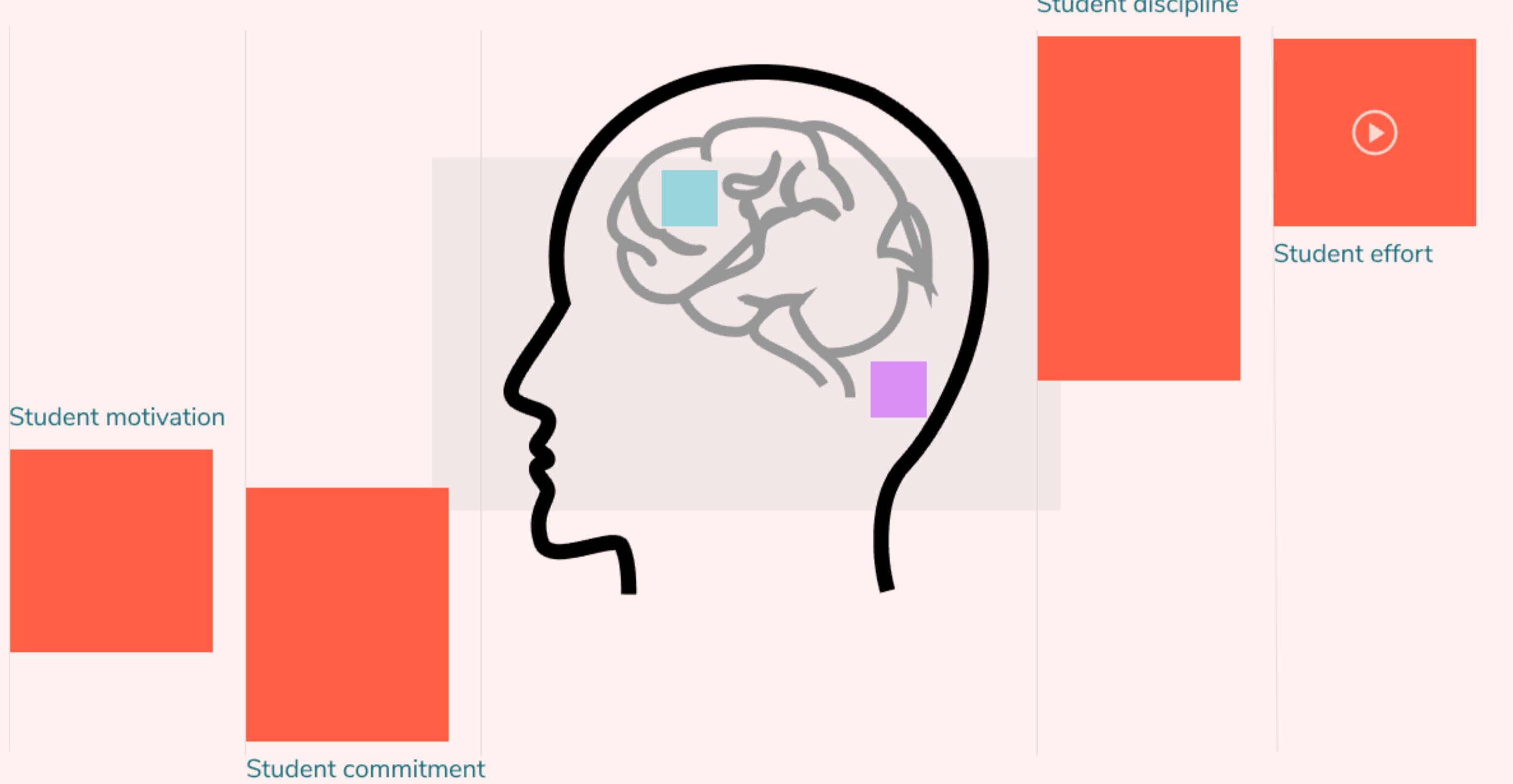
Practitioners define the cause of unequal student outcomes in ways that make them observable, manageable and measurable. They also monitor outcomes by race and ethnicity, and their progress toward benchmarks.

### EXAMPLE

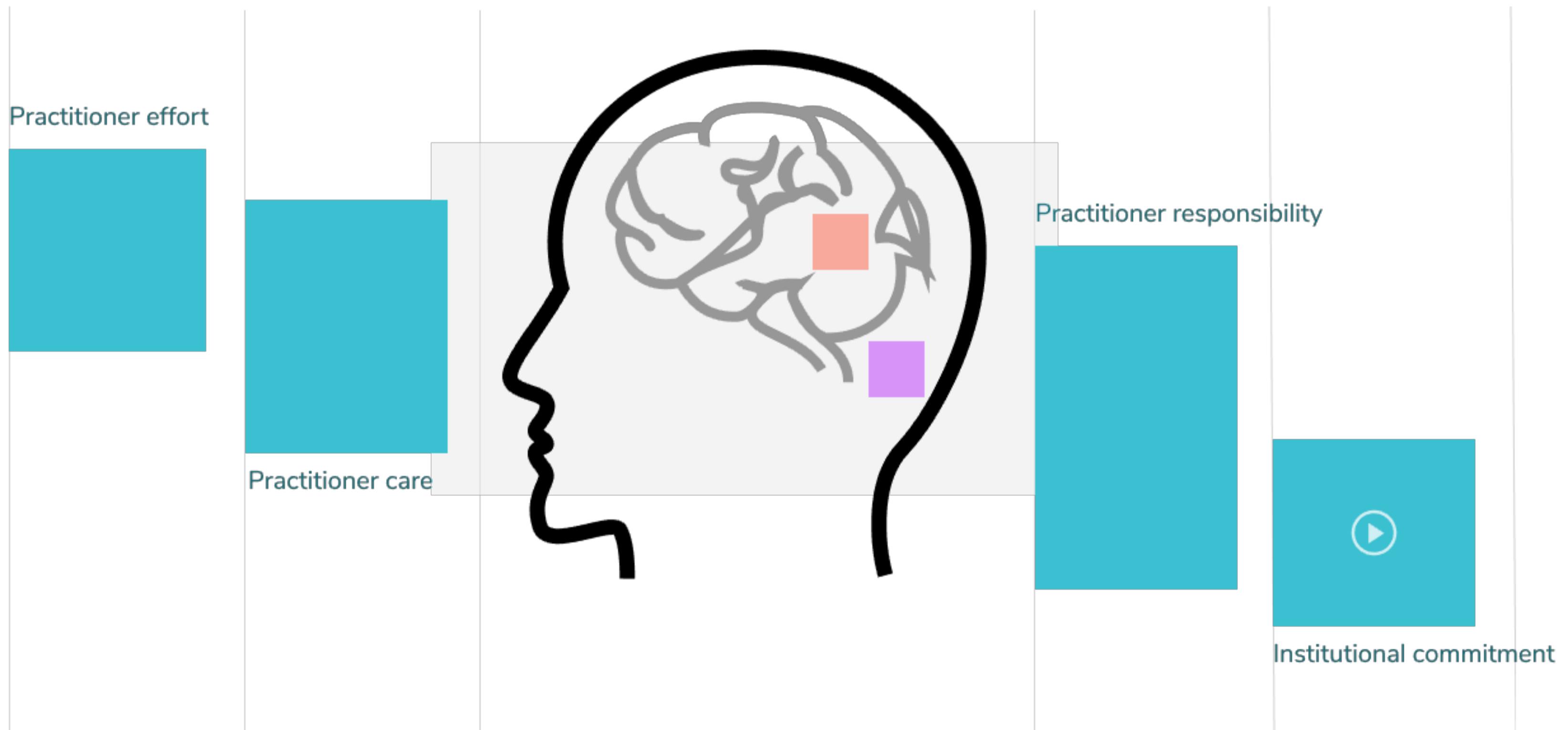
As part of an effort to improve transfer rates, practitioners disaggregate attrition rates by race and ethnicity, and assess the impact of targeted interventions (e.g. counseling, mentoring, and learning communities) over time. They focus their attention on barriers to transfer that they can actually control (e.g. lack of institutional support, no guidance from peers or mentors) instead of barriers beyond their control (e.g. socioeconomic status, high school preparation).



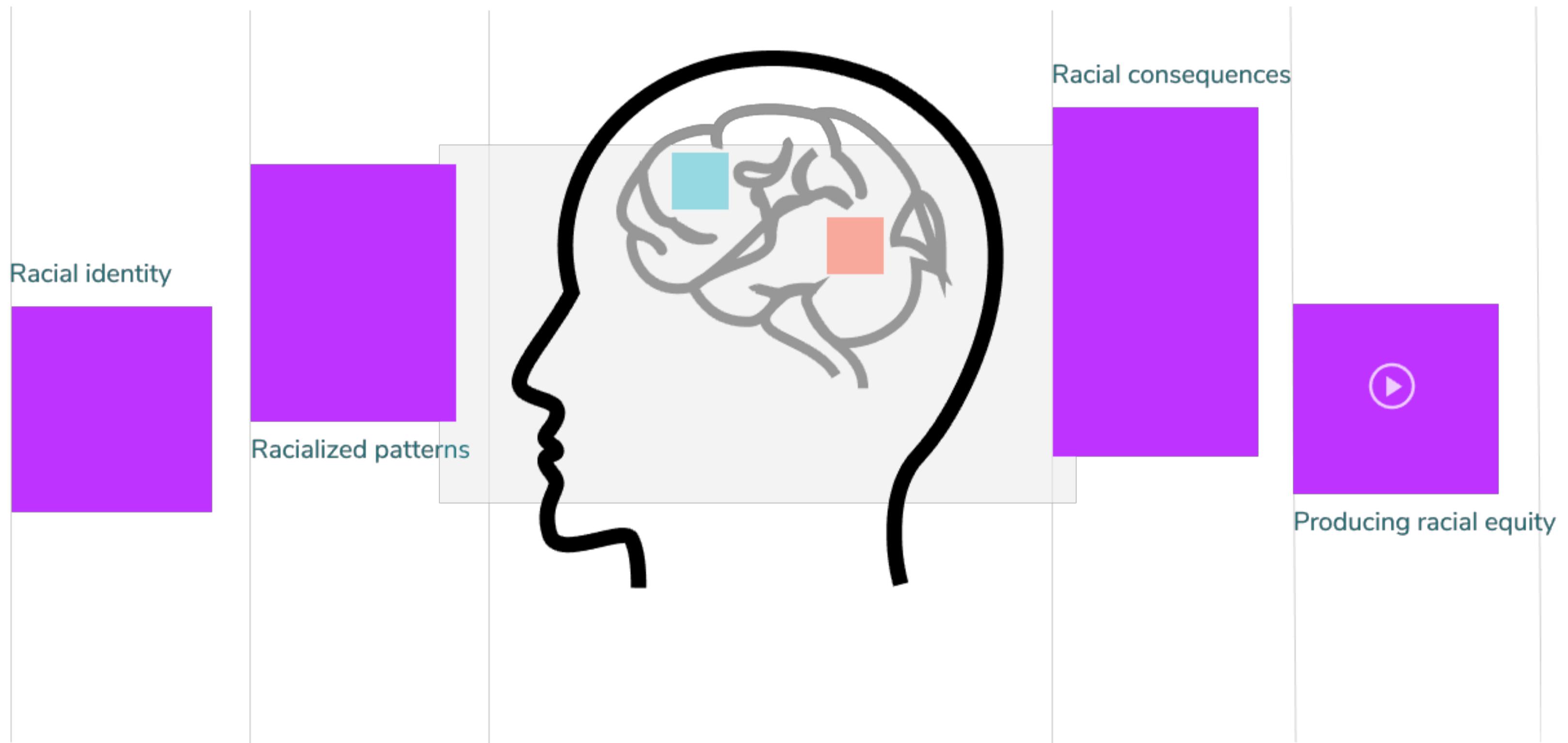
## How do we typically think about student success?



## What if we thought about student success differently?



Racial equity requires this different  
way of looking at success and equity



## EQUITY PERSPECTIVE

**FAIRNESS**  
**CARE**  
**TRANSFORMATION**

## EQUITY-MINDED PRACTICE

**DEMYSTIFYING**  
**WELCOMING**  
**CREATING A PARTNERSHIP**  
**VALIDATING**  
**REPRESENTING**  
**DECONSTRUCTING**

## **FAIRNESS**

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Every student has equal right to opportunity and resources that will advance their learning and achievement.

## **DEMYSTIFYING**

CARE  
TRANSFORMATION

WELCOMING  
CREATING A PARTNERSHIP  
VALIDATING  
REPRESENTING  
DECONSTRUCTING

## FAIRNESS

CARE  
TRANSFORMATION

Demystify the implicit norms and ambiguous processes that characterize college, like how to be a "successful" student.

## DEMYSTIFYING

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WELCOMING  
CREATING A PARTNERSHIP  
VALIDATING  
REPRESENTING  
DECONSTRUCTING

**FAIRNESS**

**CARE**

---

**TRANSFORMATION**

Every student has the right to self-respect in educational settings, to feel cared for by college practitioners, to have their experiences (personal, cultural, and otherwise) affirmed, and to be acknowledged as producers of knowledge.

**DEMYSTIFYING**

**WELCOMING**  
**CREATING A**  
**PARTNERSHIP**  
**VALIDATING**

**REPRESENTING**  
**DECONSTRUCTING**

**FAIRNESS**

Syllabi can welcome them into a classroom where they will be cared for.

**CARE**

**TRANSFORMATION**

**DEMYSTIFYING**

**WELCOMING**

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**CREATING A  
PARTNERSHIP**

**VALIDATING**

**REPRESENTING  
DECONSTRUCTING**

## FAIRNESS

## CARE

## TRANSFORMATION

Sending the message that, while students need to work hard in college, faculty are there to support and work in partnership with them.

## DEMYSTIFYING

## WELCOMING CREATING A PARTNERSHIP

## VALIDATING

## REPRESENTING DECONSTRUCTING

**FAIRNESS**

**CARE**

**TRANSFORMATION**

Validate their pursuit of a college degree and ability to be successful.

**DEMYSTIFYING**

**WELCOMING**  
**CREATING A PARTNERSHIP**  
**VALIDATING**

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**REPRESENTING**  
**DECONSTRUCTING**

**FAIRNESS**

**CARE**

## **TRANSFORMATION**

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Racially minoritized students have the right to learn in educational spaces where their voices are heard and valued, where inequities they experience are being actively eliminated, and where their agency to change the conditions that contribute to the inequalities that affect them and their communities is cultivated.

**DEMYSTIFYING**

**WELCOMING**

**CREATING A PARTNERSHIP**

**VALIDATING**

**REPRESENTING**  
**DECONSTRUCTING**

**FAIRNESS**

**CARE**

**TRANSFORMATION**

Syllabi can affirm the belonging of racially minoritized students in higher education by representing their experience in course materials.

**DEMYSTIFYING**

**WELCOMING**

**CREATING A PARTNERSHIP**

**VALIDATING**

**REPRESENTING**  
**DECONSTRUCTING**

**FAIRNESS**

**CARE**

**DEMYSTIFYING**

**WELCOMING**

**CREATING A PARTNERSHIP**

**VALIDATING**

**TRANSFORMATION**

Deconstructing the presentation  
of white students and white  
experiences as the norm.

**REPRESENTING**  
**DECONSTRUCTING**

# HOW WELL DO YOU KNOW YOUR SYLLABUS?

## Purpose & Intentionality

1. What are three words or phrases that come to mind when you hear the word "syllabus"?

Word or phrase one...

Word or phrase two...

Word or phrase three...

2. Is the syllabus important to me as an instructor?

No      Why not?

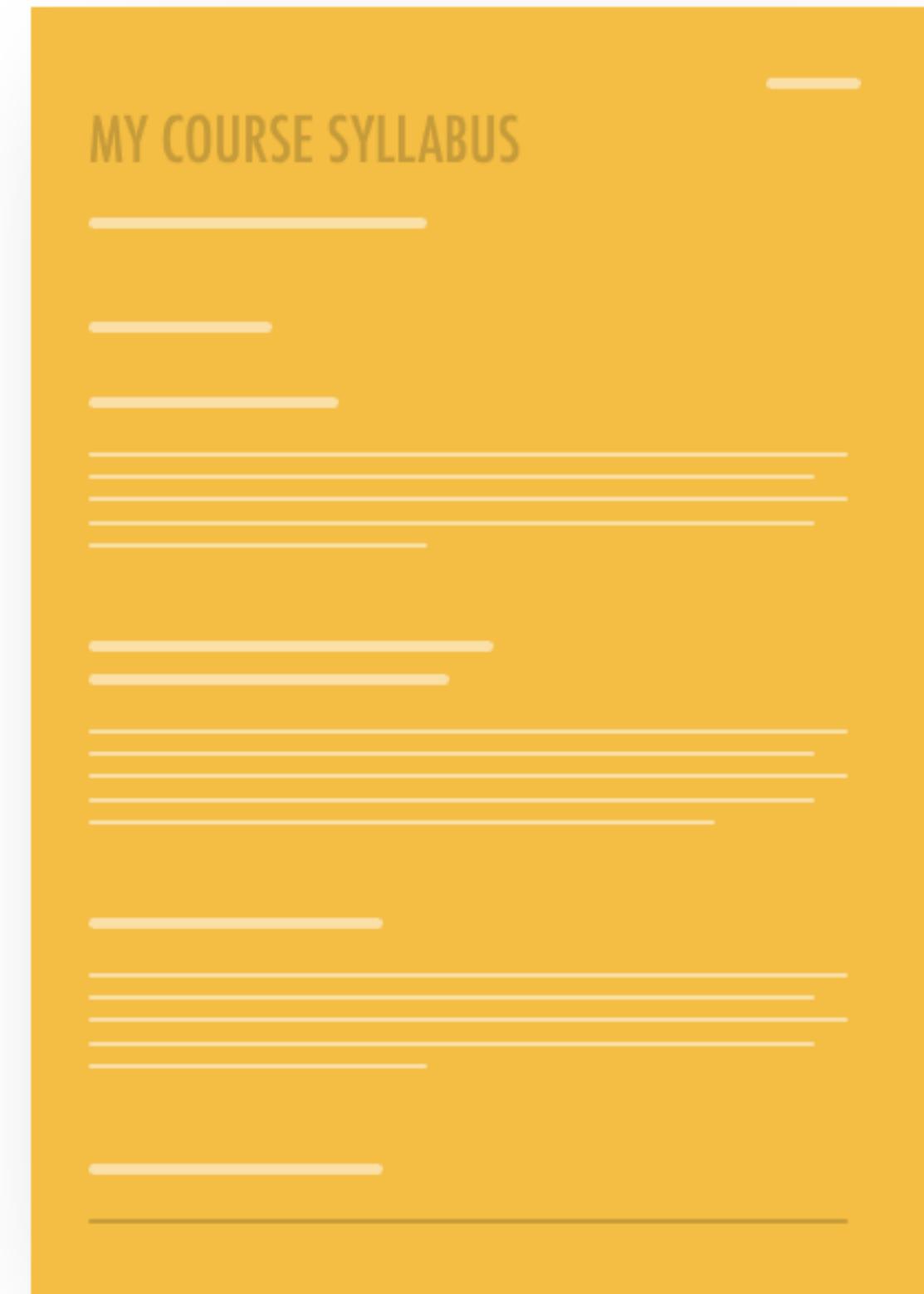
Because I don't think any of my students read it. It's merely a...

3. What types of changes have you made to your course syllabus (e.g., layout, content)?

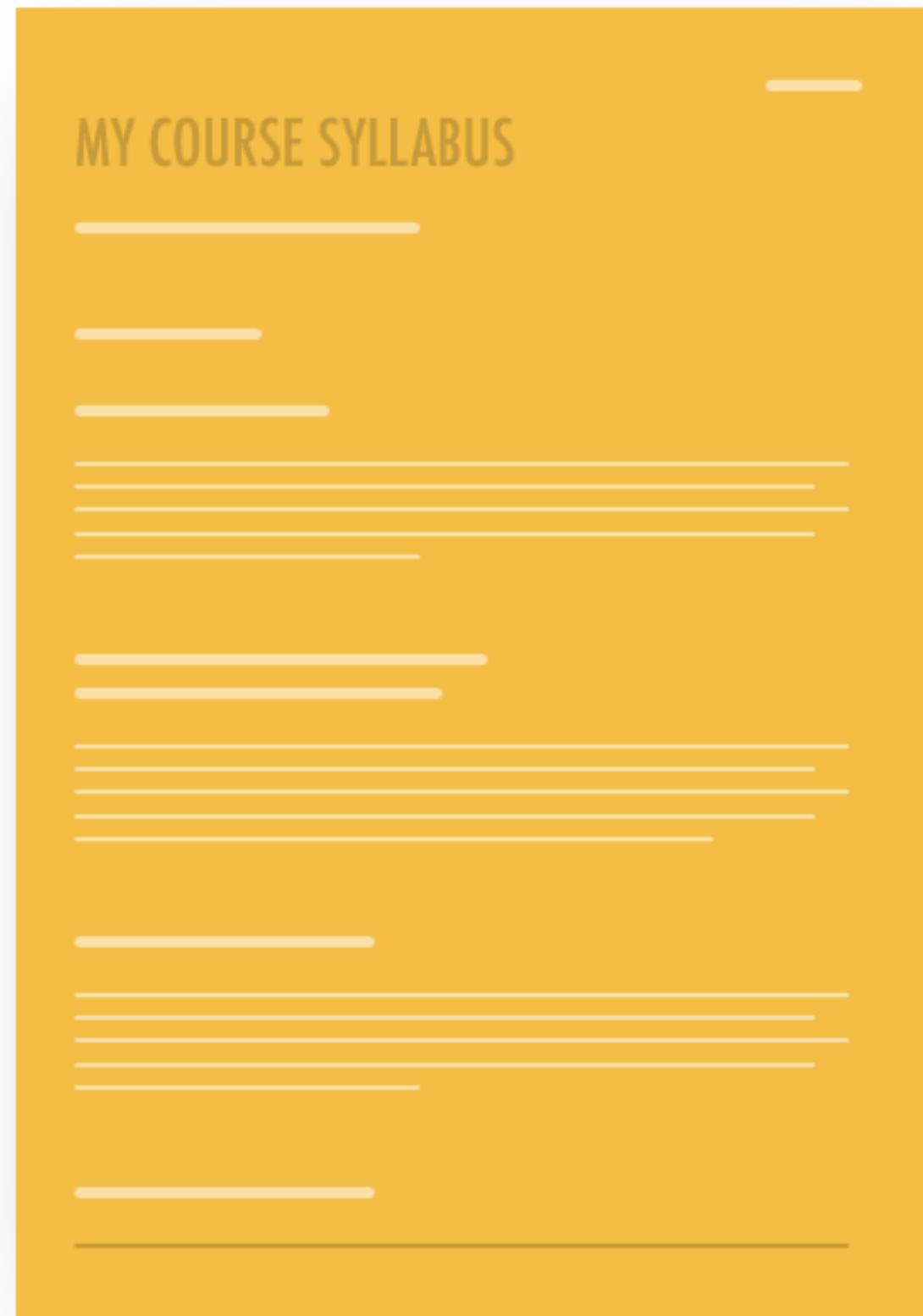
I changed the...

4. Think about one or two changes you made. Why did you make those changes?

I made those changes because...



# HOW SYLLABI SERVE



Although syllabi are documents used primarily by faculty and students, they often contain information for a wider range of higher education audiences.



## THE INSTITUTION

The institution can require faculty to include content in their syllabi that meets accreditation standards, makes students aware of institutional policies, and promotes college values and beliefs.

### EXAMPLE

"[Name of college] Educational Priorities and Outcomes: The objectives in this course address the Knowledge, Inquiry, Reasoning, Vocation and Communication outcomes and may address others."



## ACADEMIC DEPARTMENTS

Academic departments can require faculty to use a standard syllabus and incorporate departmental values and beliefs. Academic departments also have their own expectations of what constitutes legitimate instruction, knowledge, and demonstrations of learning.

### EXAMPLE

"This course builds on [other course], connecting students' knowledge about paradigms and how to think about inquiry, and supporting students to align their methods in the field with a particular research tradition or paradigm."



## FACULTY

Faculty create new or use existing syllabi to communicate the structure of their classrooms, including their rules/policies; the relationship they expect to have with students; and what they/their academic field deems legitimate knowledge and forms of instruction.

### EXAMPLE

"We will read more about [growth mindset] for our first essay of the semester, but essentially a person with a growth mindset believes they can learn (even when it's difficult) and that the key to learning is putting in effort. I will do my best to encourage a growth mindset in our class, and I hope you will do the same."

# DECONSTRUCTION AND REFLECTION

## Who does your syllabus serve?

- Deconstructing your syllabus in terms of who it serves entails categorizing its content by audiences. Pull out your syllabus and follow along...
  - Reflecting on your inequity observations and findings is another fundamental aspect of equity-minded inquiry process.

1. Count the number of instances for each audience.

INSTITUTION 4 DEPARTMENT 6 FACULTY 7

2. Scan your syllabus again. Where did each audience appear with more frequency?

INSTITUTION	Beginning
DEPARTMENT	End
FACULTY	Middle

Are any of these patterns surprising to you?...

**3. Consider.** Based on these patterns, for whom would you say your syllabus is written? Does this match your prior thinking?

**4. Consider.** What did you learn from completing this exercise?

# SELECT A SYLLABUS

## EDU 301: TEACHING METHODS

Fall 2016  
Tuesday & Thursday  
12:30 – 2:00pm  
3 credits

Course emphasizes the demonstration of generic teaching strategies and integration of content methodologies, including classroom management theory/cooperative planning. Field experiences in public schools are possible for arranging their own transportation to designated or assigned

201

course, you will be able to:  
igate through the required standards for your content area(s).

ckward design and use it when planning instruction,  
with your colleagues to create a standards-based, **interdisciplinary unit**  
nts using a conceptual framework.

addressing the unique characteristics and needs of adolescent learners.  
**Instructional strategies** for use in the middle grades classroom, be able to  
ate learning scenarios, and explain the research that supports the  
e.

egies for **differentiating instruction** to meet students' individual needs.  
ive tools for **diagnostic, formative, and summative assessment** in your  
ic for evaluating student work.

damental principles of effective classroom management.  
and classroom management of professionals in the field.

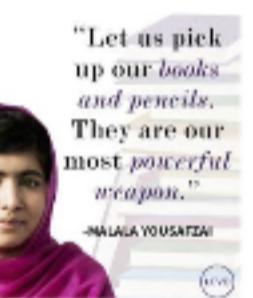
e, J., *Understanding by Design*, Expanded 2<sup>nd</sup> ed. (2005)  
*Differentiate Instruction in Mixed Ability Classrooms*, 2<sup>nd</sup> ed. (2004)  
rini, M., *The Strategic Teacher: Selecting the Right Research-Based  
ion* (2008)



## Mat 202 310 – Calculus II

James Gray – 303-360-4743 – [james.gray@ccaurora.edu](mailto:james.gray@ccaurora.edu)  
Mon/Wed – 10:15 am to 12:30 pm – CCLA 309

Welcome to Calculus II – What it Means to Be Successful  
everyone who enrolls in this course has the goal of learning calculus.  
but there are many other ways that success happens. Success  
happens when we are the first in our families to go to college because  
we represent not just ourselves, but also our families. Success  
happens when we create new identities for ourselves – identities that  
lie in contrast to the words and actions of others who tell us that we  
do not belong in college, that we are at-risk, or that we are not  
capable of learning mathematics. Success happens every time we  
notice a classmate who needs an advocate or a friend, and we act on  
their behalf through support, encouragement, and kindness.



### Class Culture and the Learning Process

This class is based on the belief that everyone has the capability to learn calculus. How we act as individuals and as a class will be the key to accomplishing our goals successfully. With this in mind, the class has the following rules:

- » Treat our time with respect. We have a short amount of time together, so be ready to learn when class starts. This means come to class early to settle your mind for learning, put your cell phone away, and stay engaged until the class is finished.
- » Approach your classmates with kindness and encouragement. Creating a successful class means being able to rely on those around us when we are in need. Be the type of person you would like to turn to when you are in need of help.
- » Struggle productively. My goal is to give you what you need to make an attempt at each homework problem, but I also don't expect that you will always be able to do all of your homework successfully. I want you to work hard, but I also want you to work productively. If you find yourself spending a lot of time without making any progress, contact me. A small bit of direction can make a world of difference.
- » Learning is a process. This class is set up so that you do smaller amounts of work over a greater number of days. An hour's worth of learning done over four days will provide more benefit than four hours of work done on a single day. It is my job to provide just the right amount of work and it is your job to do that work in a good faith way.



Cleveland Community College  
**ACA 115, Section 201**

Success and Study Skills (Class=0, Lab=2,  
Fall 2016

**Instructor:** Instructor Name  
**Email:** [instructor@clevelandcc.edu](mailto:instructor@clevelandcc.edu) (Please put ACA 115 in the emails.)  
**Class Meeting Day(s), Time, and Room Location:** Mondays  
week except for 9/7/15 and 10/14/15, from 11:00-11:50 a.m. in  
**Office Location and Phone Number:** Jack Hunt Campus Ce  
Student Success Center, 704-669-4064  
**Office Hours:** By appointment on Mondays-Thursdays 12:00-  
on Tuesdays from 8:00-9:00AM, and whenever you notice I am  
Blackboard IM.  
**Response time to e-mail messages:** Within 48 hours except  
do not use the Message feature of Blackboard.) You will always  
through email than by phone.

## COURSE DESCRIPTION

This course provides an orientation to the campus resources a  
necessary to achieve educational objectives. Emphasis is placed  
facilities and services, study skills, library skills, self-assessment  
and critical thinking. Upon completion, students should be able  
learning experiences to successfully meet educational goals. It  
be introduced to students unfamiliar with computers.

## REQUIRED COURSE MATERIALS

### Textbook –

*FOCUS on Community College Success* (2016). Constance S  
Wadsworth, Cengage Learning. ISBN: 978-1-305-10957-5

### Supplies –

Notebook, pen, highlighter

### Technology –

- You will need access to the internet at least 2-3 days a week.  
Jim and Pasty Rose Library is open to students in the fall semester  
on Mondays-Thursdays from 7:30 am to 9:00 pm and on  
2:00 pm) if you are registered for an online, hybrid, or w  
your responsibility to make sure that you have reliable access  
during the 16 weeks of the course.



## Mat 202 310 – Calculus II

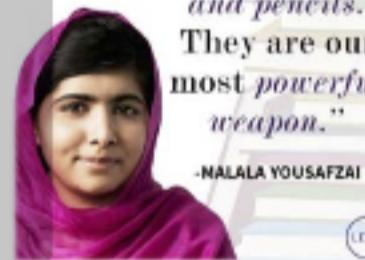
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### Welcome to Calculus II – What it Means to Be Successful

Everyone who enrolls in this course has the goal of learning calculus. But there are many other ways that success happens. Success happens when we are the first in our families to go to college because we represent not just ourselves, but also our families. Success happens when we create new identities for ourselves – identities that lie in contrast to the words and actions of others who tell us that we do not belong in college, that we are at-risk, or that we are not capable of learning mathematics. Success happens every time we notice a classmate who needs an advocate or a friend, and we act on their behalf through support, encouragement, and kindness.



"Let us pick up our books and pencils. They are our most powerful weapon."

-MALALA YOUSAFZAI

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### Equity-minded Concepts: Representing, Deconstructing

The opening paragraph makes a statement: There are many ways of measuring success in a math classroom.

With this statement, James' is utilizing his syllabus to tell students that, for many, just being in the class on the first day is accomplishing something important. He's **REPRESENTING** a range of students — many from minoritized\* racial/ethnic groups — and acknowledging that they may be first-generation college students, may have previously been told they were not capable of learning math, or told that they were "at risk" of failing and shouldn't go to college. James' is reframing the terms of success to tell students that, just by being in the classroom, they've already overcome, succeeded, and demonstrated they are capable of success. This introductory paragraph, as a whole, is also **DECONSTRUCTING** racialized beliefs that students from minoritized racial/ethnic groups are 'underprepared' or 'at risk'.

Instead, James is telling his students that they are strong, successful, and capable by overcoming any past biased, discouraging messages, enrolling in college, and taking a math class.

\*Source Citation >

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### Class Culture and the Learning Process

This class is based on the belief that everyone has the capability to learn calculus. How we act as individuals and as a class will be the key to accomplishing our goals successfully. With this in mind, the class has the following rules.

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You cannot uneducate the person who has learned to read.

—Dr. Martin L. King, Jr.—



James Gray, Math  
College of Aurora

BACK TO SYLLABI >



## Mat 202 310 – Calculus II

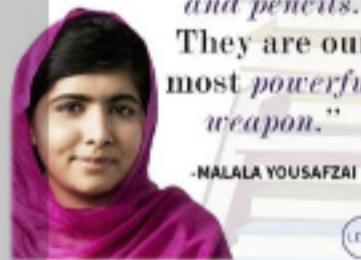
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2

1

< Return to Analysis

\* Following David Gilborn (2005) and Shaun Harper (2012), we use the term “minoritized” rather than minority to underscore what Harper describes as “the social construction of underrepresentation and subordination in US social institutions” (p. 9). He continues, “Persons are not born into a minority status nor are they minoritized in every social context (e.g., their families, racially homogenous friendship groups, or places of worship). Instead, they are rendered minorities in particular situations and institutional environments that sustain an overrepresentation of Whiteness” (p. 9). “Minoritized” thus reflects the fact that with few exceptions—historically Black colleges and universities (HBCUs) being the most prominent example—American colleges and universities were founded and designed to serve White students. At certain points, we use the terms “people of color” and “students of color” to describe populations that are traditionally labeled racial and ethnic “minority.”

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3

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—Cesar Chavez—

AT QUOTES



James Gray, Math  
College of Aurora

BACK TO SYLLABI >



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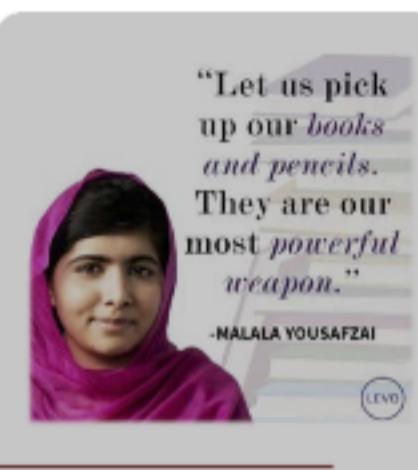
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2

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### Equity-minded Concepts: Representing

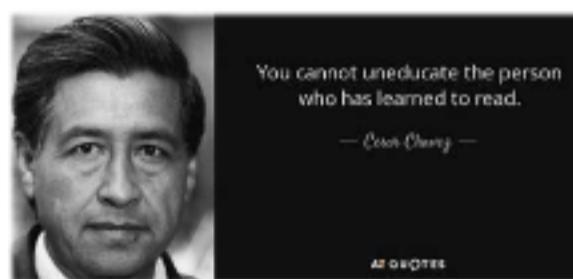
This quote from Malala Yousafzai — and other quotes found later in the syllabus from Cesar Chavez, James Baldwin, John F. Kennedy, and Michelle Obama — **REPRESENT** a range of voices and experiences across minoritized racial/ethnic groups and signal that a diverse range of voices and lived experiences are sought and valued in this classroom.

3

### Class Culture and the Learning Process

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## Mat 202 310 – Calculus II

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Mon/Wed – 10:15 am to 12:30 pm – CCLA 309

1



### Welcome to Calculus II – What it Means to Be Successful

Everyone who enrolls in this course has the goal of learning calculus.

But there are many other ways that success happens. Success happens when we are the first in our families to go to college because we represent not just ourselves, but also our families. Success happens when we create new identities for ourselves – identities that lie in contrast to the words and actions of others who tell us that we do not belong in college, that we are at-risk, or that we are not capable of learning mathematics. Success happens every time we notice a classmate who needs an advocate or a friend, and we act on their behalf through support, encouragement, and kindness.



"Let us pick up our books and pencils. They are our most powerful weapon."  
—MALALA YOUSAFZAI

(USD)



2

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You cannot uneducate the person who has learned to read.  
—Cesar Chavez—  
AF QUOTES

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# NICELY DONE!

### Equity-minded Concepts: Creating Partnerships

James adds that **success** is also achieved when students **CREATE A PARTNERSHIP** with him (the instructor) and their student peers and collectively show care, encouragement, and support for each other.

This expectation of peer-to-peer encouragement and support is important for racial/ethnic equity because it acknowledges that the way students treat each other matters, and this is especially true for students from racial/ethnic minoritized groups who can face microaggressions\*\*, bias\*\*\*, and assumptions of inability from their fellow students.

\*Source Citations >



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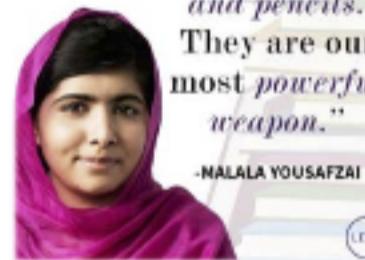
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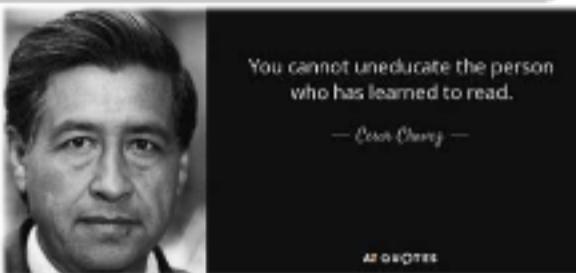
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—Cesar Chavez—

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\*\* Racial microaggressions are brief and commonplace verbal, behavioral, and environmental indignities, whether intentional or unintentional that communicate hostile, derogatory, or negative racial slights and insults to the target person or group. Microaggressions are often unconsciously delivered. These exchanges are so pervasive and automatic in daily conversations and interactions that they are often dismissed and glossed over as being innocent and innocuous (Sue, 2007). Yet, microaggressions are detrimental to persons of color because they impair performance in a multitude of settings by sapping the psychic and spiritual energy of recipients and by creating inequities (Franklin, 2004; Sue, 2004).

\*\*\* Implicit bias refers to the process of associating stereotypes or attitudes toward categories of people without conscious awareness. Implicit bias affects behavior because human beings process an enormous amount of stimulus by organizing the environment into categories consisting of automatic associations between concepts that share similar characteristics. "Implicit bias affect behavior and are far more predictive than self-reported racial attitudes" (Godsil, Tropp, Goff, & Powell, 2014, p. 10).

# NICELY DONE!



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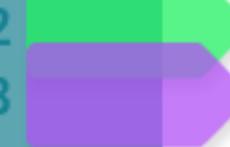
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(LIVE)

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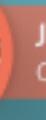
You cannot uneducate the person who has learned to read.  
—Ezra Chong—  
AOL QUOTES

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### Equity-minded Concepts: Welcoming

The introductory paragraph is also **WELCOMING** by using a tone that communicates students are cared for and valued, which is important for students who may be scared about math and their ability to be successful in a math course.

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—Ezra Chong —

AN QUOTES

2

### Equity-minded Concepts: Demystify

James' explanation of his course culture, in the form of four bullet-point 'rules', also helps **DEMYSTIFY** his policies and practices.\*

\*Source Citations >

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### Equity-minded Concepts: Validate

By saying that "this class is based on the belief that everyone has the capability to learn calculus," James is using his syllabus to explicitly **VALIDATE** his student's capacity for success.

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AOL QUOTES

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\*\*\*\* Socio-historical discrimination of Blacks and Latinos in education resulted in their unjust exclusion from educational opportunities (Ledesma & Fránquiz, 2015; Martin, 2000; Moses & Cobb, 2001). As college access increases for these student groups (Bowen & Bok, 1998; Lewis & Middleton, 2003), they continue to learn the customs and expectations in higher education settings. Therefore, students traditionally underrepresented in higher education (Rendon, 1994) benefit from "full-disclosure of the terms of success" (Collins, 1997, p. 2). This involves faculty and staff demystifying the academy's ambiguous and confusing processes and giving students access to the language of the institution (Collins, 1997). For example, clarifying items that are usually unclear like details about effective work and study habits, definitions of terms such as office hours, and locations of important places, such as the bookstore and tutoring center.

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### Equity-minded Concepts: Validate

By saying that "this class is based on the belief that everyone has the capability to learn calculus," James is using his syllabus to explicitly **VALIDATE** his student's capacity for success.

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College of Aurora

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## Mat 202 310 – Calculus II

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(END)

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—Edgar Chong—  
AOL QUOTES

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### Equity-minded Concepts: Welcoming

When establishing a norm that students should "approach... classmates with kindness and encouragement," James is continuing to create a WELCOMING classroom culture.

5

### Equity-minded Concepts: Creating A Partnership

James invites students to contact him if they "find [themselves] spending a lot of time without making any progress." This communicates that he is CREATING A PARTNERSHIP with students in which he (the instructor) is a collaborator in their success.



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—Eric Chou —

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### Equity-minded Concepts: Creating A Partnership, Demystifying

He's also CREATING A PARTNERSHIP and DEMYSTIFYING when he names his and students roles when learning math: "it is my job to provide just the right amount of work and it's your job to do that work in a good faith way."



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GREAT  
WORK!



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#### ① Pre HW

In preparation for the next class lecture, you will be assigned a short video. The purpose of this is an introduction to ideas, vocabulary and techniques. It is likely you will have many questions. That's okay. The intent of the Pre HW is to get you thinking about the upcoming lesson.

#### ② In Class

During class, you will be provided with a lecture that builds on (and clarifies) the ideas, vocabulary and techniques in the videos. Several examples will be provided in full, and you will also be provided with time to practice what you have learned with your classmates.

#### ③ Practice HW

This is your primary opportunity to apply the lessons you have learned. As such, I don't expect that you will be completely successful in your attempts. That isn't the purpose. I expect that you will give a good-faith effort, and that you will bring your questions to the next class.

#### ④ HW Questions

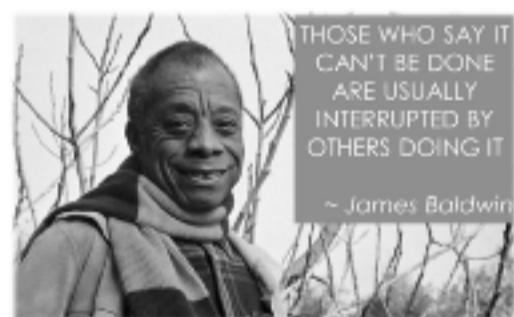
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#### ⑤ Quizzes

The quiz is the first chance for you to assess your own progress. I will grade these carefully, provide lots of feedback, and, if necessary, adjust the class.

#### ⑥ Exam

By this point, you will have had several chances (on several different days) to learn the lesson.



1



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### Equity-minded Concepts: Demystify

James' **DEMYSTIFY**'s his approach to instruction and his beliefs about how to best support student learning when he outlines a typical lesson.

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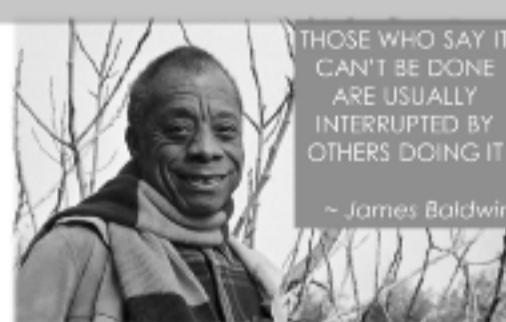
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# ALMOST DONE!

### Equity-minded Concepts: Deconstruct, Demystify, Welcoming

When providing a step-by-step overview of his instructional approach, James' communicates that learning is a process that is best supported by iterative interaction with subject matter in different mediums, hands-on practice, and regular instructor support and feedback. It **DECONSTRUCTS** and creates an alternative for the popular belief that students should already know how to learn and even already know course content. While this belief may appear race-blind on the surface, when communicated to students from minoritized racial/ethnic groups (either explicitly or implicitly in the absence of an overview like this) it can disproportionately add to the weight of messages students receive —across the campus—that they do not belong there. Therefore, equity-minded instructors recognize the importance of **DEMYSTIFYING** the learning process and making that process **WELCOMING** and supportive.



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## Mat 202 310 – Calculus II

James Gray – 303-360-4743 – [james.gray@ccaurora.edu](mailto:james.gray@ccaurora.edu)  
Mon/Wed – 10:15 am to 12:30 pm – CCIA 309

### Course Description

Continues the study of single variable calculus which will include techniques of integration, polar coordinates, analytic geometry, improper integrals, and infinite series.

### Important Dates

Date Course Begins: Wednesday, January 18, 2017

Date Course Ends: May 5, 2017

Last Date to Drop With a Refund: February 1, 2017

Last Date to Withdraw ("W" Grade, No Refund): April 16, 2017

Days where class does not meet: No classes will take place during spring break, which occurs between March 27th through March 31st. The college will be still be open.



### Required Course Materials

#### Text Book

Calculus: Early Transcendental Functions

by Briggs and Cochran

SBN 9780321954237

#### Desire2Learn (D2L)

D2L is a companion site which will contain all course information, including the syllabus, homework, quiz/exam solutions, and grades

#### Calculator

A TI calculator (83/84/NSpire) will be a helpful tool, but not necessary. We'll discuss what you've got.

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### How the Class Grade Will Be Calculated

Grade Calculation	Letter Grade
3.3% Pre Homework	A – 90%
6.7% Practice Homework	B – 80% to 89.9%
15% Quizzes	C – 70% to 79.9%
25% Exam 1	D – 60% to 69.9%
25% Exam 2	F – Below 60%
25% Final Exam	



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### Equity-minded Concepts: Creating A Partnership, Validate

When listing required course materials, James writes that "A TI calculator...will be a helpful tool, but not necessary. We'll discuss what you've got." In doing so, he's recognizing that the students in the course may not have access to expensive calculators and in doing so he's demonstrating that he understands this to be a possible reality among his students and that, as a **PARTNER** in their success that they'll work either with the resources the student already has or find another option. This also **VALIDATES** that a student can be successful, even if they don't initially have the same initial resources as others.

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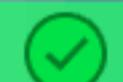


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### Equity-minded Concepts: Deconstruct

Including Michelle Obama's quote, which speaks of her love of learning, counters stereotypes that Black, Latinx, and Native American students don't care about education. It provides a counter-narrative and **DECONSTRUCTS** this belief while also providing an empowering rallying call to students' from these groups.



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# THAT'S IT, ALL DONE!

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### Equity-minded Concepts: Welcoming, Demystify, Validate, Representing

Finally, it's important to note too what James' syllabus does not do: It doesn't use language that is dismissing, rule-laden, or **UNWELCOMING**; it doesn't use language that **MYSTIFIES**, confuses, or assumes students should already know about classroom processes or how to be successful; it doesn't use language that communicates that students are **solely responsible for their own success**; It doesn't use language focused on naming all the way students can fail, **INVALIDATING** their ability to be successful; and it doesn't **UNDER REPRESENT** or **MISREPRESENT** students from minoritized racial/ethnic groups by solely focusing on dominant constructs, which can too often see and unfairly position them as at-risk, underprepared, or incapable of success.

For example, this syllabus does not uphold the dominant construct that math is a race-blind and emotion-less subject; that you either have a math brain or you don't (and that racially minoritized students don't); and that racially minoritized students are underprepared and do not offer funds of knowledge in the math classroom.

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## A FEW FINAL THOUGHTS...

### WAYS IN WHICH JAMES COULD FURTHER MAKE EQUITY-MINDED CHANGES TO HIS SYLLABUS

**REPRESENTATION** within the syllabus could be furthered by representing mathematicians who share racial/ethnic identities with the students in his class.

While the individuals represented within his syllabus (Malala Yousafzai, César Chávez, James Baldwin, John F. Kennedy, and Michelle Obama) are role models, they do not explicitly act as a counter narrative to the dominant beliefs about who can do mathematics.

**DECONSTRUCTING** within the syllabus could be furthered by actively engaging students in a critical examination the dominant narratives about who can do mathematics, and the role mathematics and mathematics education has played in creating educational inequalities.

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