

1. Create a welcoming atmosphere

- a. Syllabus-- changes to existing syllabus-
 - i. Edited for more welcoming language, included more messages of support (I want to help you, I love getting to know my students, I am here to support you)
 - ii. Removed bold, "do not" (used do) -removed negative and "threatening" language
 - iii. Your opinion and perspective are valued statements in syllabus
- b. Welcome and positive language in assignments throughout the class
 - i. Edited assignments and language used for all communication
 - ii. Positive reinforcement such as I know you are capable, good start, almost there, keep it up, validating that they are valued
- c. Welcome Introduction discussion
Added specifics such as student's share goals, their backgrounds, cultural heritage, goal for this class, concerns and challenges
What area of the course most interests you? (leaf through the text or syllabus)
- d. Theme- "Come Adventure through history"

2. Diversity is valued – shown throughout the syllabus and the class

- a. Your opinion and perspective are valued
positive feedback when they share opinions and perspectives
(Thank you, kudos to you, I appreciate that you..., you added so much to our discussion)
- b. Assignments include opportunity to share their perspective, have a voice -reflected in grading rubric (Peralta Equity Grading rubric)
In the assignment—more questions such as:
What do you think? What would you have done? What more could be done? In what way do you identify?
- c. Reworked assignments and material to reflect different perspectives and diversity of the class
 - i. Student have options. As part of the choice ,options are diverse (ask that they you choose someone of a different race, class, etc.)
- d. More emphasis on evaluating and discussion of stereotypes –learn to evaluate and understand bias, what can we learn? How can we change? As part of the discussion or assignment

3. Let students have a voice and share their perspective- make learning relevant

- a. Share perspective and experience in discussion, assignments, papers.
How does this relate to my experience or experience of someone I know? What did I learn from this? Do I relate? is it significant, why or why not? (creative reflections)
(added this to the graded rubric)
- b. Allow students more choice of topic (A or B choice, choose a topic from this unit, use what they said was of interest for their interest in Introduction Discussion)

c. Ask what content should have more emphasis, less emphasis or eliminated? What would you like to learn more about and why? What was missing? I changed content because of this 'Put yourself in the past assignments"- who would they support? Which side would they be on? Where would they choose to live?

d. **Relevancy**- Relate the topic to current themes or events (changed rubric)

i. Do these themes resonate today? Do we still debate this today? What is different?

ii. Discussion mid and later in semester on how the class helped your understanding of ____? Topics include race, class, labor movement, politics, elections, power, reform movements

4. Opportunities for "student to student" interaction

a. Weekly discussion with a reply

i. Questions and Answers discussion in each module for *general* comments, class questions instead of private emails

ii. Students get bonus points for responding to classmates' posts with a correct answer, more bonus points on the weekend

b. Bonus points for posting tips on the Questions and Answers related to student success, study tips, note-taking

5. Communication and pedagogy

a. Canvas Inbox (private), Grading comments and submission comments, to the class via announcements: Positive language and encouragement, Praise for thorough work

b. Positive feedback—you are on the right track, hang in there, how can I support you,

More opportunities for success

c. Time extensions for students who communicate to me they have an issue

d. Opportunity to post again or resubmit if student misses the focus of the assignment

e. More reminders (via announcements) of work due-other than syllabus and calendar. Each module contains overview and assignments, "Welcome to Week ----" announcement, Week _ work is due tonight announcement

f. Positive message to those who did not submit an assignment (changed wording from "warning" to "I am concerned...", "worried about you " "I know you are capable, that you can do this" How can I help?"

g. "Low stakes" chapter quizzes

h. Check-in discussion assignment: how are they doing in the class? How can I help?

i. "demystifying language" – I assumed, or I expected

Skill Development

j. 2 attempts to take the quizzes, unit tests

k. Opportunity to submit rough draft

l. Post to discussion words they do not understand. Bonus points for classmates who define the terms

m. Added more examples of what I desire