





## Reflection 4

### Part 1

Competency (or course objective)	How is this Competency assessed?	Where do students learn the content, they are being assessed on? (List a lecture #, text/media source, class discussion, etc.)	If not you, who is the author/creator of this material?
<p>COMPETENCY 1: Reflect on One's Cultural Lens</p>	<p>This competency is addressed in several ways.</p> <p>One way is by reflecting on an article that is distributed in class, that centers around a young college student who is African-American, attending a predominantly white institution, and her experience with peers in classes with white instructors and African-American instructors.</p> <p>Another way is through current political events. An assignment is to watch several videos on immigration, specifically Deferred Action for Childhood Arrivals-DACA (policies of Presidents Obama, Trump, and Biden) and for students to provide their perspectives through reading, researching, and learned experiences.</p>	<p>Students access the article from the University's Langston Hughes Memorial Library or the files section from Canvas, the learning platform.</p> <p>The immigration debate in the United States continues to be a vibrant political firestorm that many believe is racially motivated. Review the attached information (and explore links or other sites, as needed) to form your position on immigration in this country. Specifically,</p> <p>State your position on immigration</p>	

	<p>Still another way is a deep dive into Critical Race Theory . After a review of the topic, and an introductory discussion, students are charged with gathering additional research and their own experiences to summarize their views on a discussion board. They then respond to a minimum of two peers. Are the videos an authentic depiction of how ingrained racism has affected the achievement of minorities (African-Americans) in this country? Please post your initial paragraph by Sunday night. Then read all other replies and respond to at least two of them. Be prepared to engage in the next class.</p>	<p>in the United States and why</p> <p>Do you believe immigration practices/policies are racially motivated?</p> <p>Does your position on immigration change based on whether immigrants entered the country legally or illegally?</p> <p>Summarize former president Obama's immigration policy</p> <p>Summarize former president Trump's immigration policy</p> <p>Summarize President Biden's immigration policy</p> <p>As educators, we are required to educate all students placed in our schools, regardless of how they arrived here. How does this affect your position?</p> <p>The content is introduced in class and students are required to do additional research and apply their learned experiences.</p>	<p> Critical race theory: Experts...</p> <p> Author debunks critical race...</p> <p> CRT Banned After Dad's S...</p>
<p>COMPETENCY 7: communicate in linguistically and culturally responsive ways that demonstrate respect for</p>	<p>Viewing and reflecting on a video, <i>Skwerl</i>, created by Youtubers and film makers <a href="#">Brian and Karl</a>. The video features a man and woman speaking while</p>	<p>Watch the Skwerl video, then in 3 well-developed paragraphs, describe your interpretation of the video. Why do you state this? What clues from the video help you</p>	<p> How English sounds to non...</p> <p><a href="https://awesomejelly.com/skwerl/">https://awesomejelly.com/skwerl/</a></p>

<p>all stakeholders, including families.</p>	<p>using messed up English wording. Thus, creating the effect of what it would be like to not understand English, yet have someone speak to you using that language.</p>	<p>come to this understanding? How could you help English Language Learners as they learn to adapt to a new language in your classroom?</p>	
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## Part 2

### Observations about where students learn content

1. Is there anything that students are assessed on that is not adequately covered by my resources/content?

No.

2. Do I anticipate that my content will adequately meet the learning needs of students with a range of background knowledge about CRSE?

I feel confident that the needs of students with a range of background knowledge about CRSE will be met. Nearly 100% of students are cultural minorities and although many experiences are very similar, some are different (i.e., students who are African-American/African but with vastly different cultural experiences). The African-American experience is weaved throughout all courses at Lincoln University, as an Historically Black College or University (HBCU). This course emphasizes that other groups are marginalized within this country, including English Language Learners.

3. Is content related to any particular course objective over-represented/disproportionate to others? Is there any content I need to cut?

Content related to the needs of English Language Learners is over-represented in the course, however, it is to show African-American students that there are other marginalized groups with unique experiences in this country. I don't believe any content needs to be cut.

4. Other observations:

As one with limited knowledge of the competencies prior to being part of this group, I feel much more confident with expectations and delivery.

### Observations about authors

1. Am I aware of the identities held by the authors/creators of my course content? If not, when, and where will I seek this information?

I have not focused on the identities of the authors/creators, but more on the content and intention of their messages.

2. What **identities** and **perspectives** are missing from the scholars on my syllabus? What identities and perspectives are over-represented?

A more thorough exploration of issues in special education, particularly for those with dual diagnosis, could be implemented. The identities of immigrants and English Language Learners is over-represented.

3. Other observations:

I look forward to reviewing the resources that my colleagues have explored and offered.

#### Overall

1. If I am missing significant pieces of CRSE content or identities and perspectives among my authors, do I know what materials I might be able to add? If not, how will I find these materials?

Some of the special education content is not included in this course, but is reflected in other courses, which are required courses for all students in the program.

2. Other observations:

Students must feel qualified to lend their experiences and to take up space.

3. If you'd like help from COP members to find a resource on a particular topic or authored by someone of a particular identity or perspective, please state what you're looking for here (eg., "*I'm looking for a short article or video about racial bias in school discipline, accessible to students without prior knowledge on this topic...*").

Not at this time.