

Review

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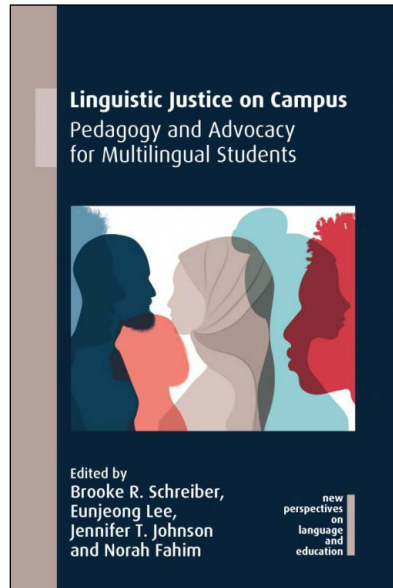
Schreiber, Brooke R., Eunjeong Lee, Jennifer T. Johnson, and Norah Fahim, eds. (2022). *Linguistic Justice on Campus: Pedagogy and Advocacy for Multilingual Students*. Multilingual Matters. 235 pages, including index.

Those of us in writing studies and its movements, such as writing across the curriculum (WAC), have long benefited from colleagues reminding us of the ways writing and language assessment in effect measures exposure to or inclination to employ dialects of English in the United States closest to what many White Americans use: White mainstream English. The Conference on College Composition and Communication (CCCC), for instance, released in 2009 and reaffirmed in 2014 the CCCC Statement on Second Language Writing

and Writers, which urged such practical steps as assessing writing not at mechanical levels only, but at rhetorical levels additionally. Looking beyond prescriptive grammar is done so as not to penalize writers whose linguistic resources are multiple.

Leaders of the field's antiracist efforts, notably Asao B. Inoue (2014, 2015, 2019, 2021), too have theorized the unjust consequences of holding students accountable to White mainstream English in classroom settings. Supportive empirical studies have begun to quantify the statistically significantly higher burden (i.e., quantifiable operationalizations of linguistic injustice) placed on multilingual writers engaging with English for academic writing and publishing (Hanauer & Englander, 2011; Hanauer et al., 2019). While we have evidence that grades become affectively significant—material students seize upon to construct academic identities as *belonging*, or not, in college (Inman & Powell, 2018)—we also have evidence that assessment (I argue) needs to be radically reimagined sooner or later. What are we waiting for?

An important advancement toward answering this question can be found in the book under review here. A survey of relevant academic landscapes and of what is at



stake concerning the issue of linguistic justice on campus appears here in *Linguistic Justice on Campus: Pedagogy and Advocacy for Multilingual Students* (2022), edited by Brooke R. Schreiber, Eunjeong Lee, Jennifer T. Johnson, and Norah Fahim. This book enters our fields' conversations not only at a time when our grappling with how to create (and to justify to our colleagues the value of) methods of just assessment continues to intensify—but also at a time of significant suffering in the United States. A pandemic has led not only to disparate levels of disease and death, but also to resurgences in brazen and public displays of hate (such as those aimed at our Asian family), insurrection, and political movements hellbent on undermining trust in democratic processes.

The book begins with Chapter 1, “Introduction: Why Linguistic Justice, and Why Now?,” in which Eunjeong Lee, Jennifer T. Johnson, and Brooke R. Schreiber succinctly identify the need for books like this one: “Despite [...] theory-building, in practice, writing classrooms and other campus spaces are still dominated by a deficit and racist perspective toward language-minoritized students” (p. 1). Lee, Johnson, and Schreiber refer to anti-Asian hate spewed anew from White nationalists and scapegoating politicians, as well as hate embodied by travel bans and deportation threats made to children whose parents traveled to the United States (like many, if not all, of our White settler ancestors did) in hopes of better lives. After identifying justice as a process, the editor-authors call on us to join them in efforts to “create an unapologetically inclusive, accessible and humanizing writing ecology where multilingual students can amplify their voices” (p. 13). Toward this end, the book is described as comprising three main parts: Part 1: Translingual and Antidiscriminatory Pedagogy and Practices (Chapters 2-5); Part 2: Advocacy in the Writing Center (Chapters 6-9); and Part 3: Professional Development (Chapters 10-12). As a coda, Shawna Shapiro provides Chapter 13, “Afterword,” generously synthesizing the conversation and making poignant calls to action.

Part 1: Translingual and Antidiscriminatory Pedagogy and Practices begins with Chapter 2, “Locating Linguistic Justice in Language Identity Surveys,” in which Shanti Bruce, Rebecca Lorimer Leonard, and Deirdre Vinyard report findings from a mixed-methods study that, at its heart, highlights inherent limitations of many surveys used in higher education to sort students linguistically. Their results, derived from survey data ($N = 1,870$) and focus-group results ($n = 32$), suggest students frequently perform themselves in interviews in ways that subvert the limitations of institutional labels, such as “second language writer” or “monolingual writer” (p. 27). Importantly, the authors warn that “in supplying to students the available discourse, surveys may perpetuate the monolingual ideologies that they may have sought to move beyond” (p. 32). In Chapter 3, “Autoethnographic Performance of Difference as Antiracist Pedagogy,” Zhaozhe Wang provides a very excellent writing-assignment

prompt for autoethnography as a research approach. Case-study reporting suggests that any student, no matter their linguistic background, may hold monolingual ideologies and perform themselves in their writing with language indexing linguistic practices normalizing White mainstream English. In Chapter 4, “Dis/Locating Linguistic Terrorism: Writing American Indian Languages Back Into the Rhetoric Classroom,” Rachel Presley explores “geographically emplaced decolonial work and the ways in which future rhetoricians may reorient the field toward (alter)Native sovereignties” (p. 59). This chapter presents specific activities and resources writing instructors can use to raise awareness of occupied landscapes we harvest resources from every day. In the final chapter in Part 1, Chapter 5, “Audience Awareness, Multilingual Realities: Child Language Brokers in the First Year Writing Classroom,” Kaia L. Simon reminds us that the United States has always in reality been multilingual—despite monolingual ideologies governing expectations and practices in language assessment. To illustrate, Simon draws from a case study of 25 Hmong women with experiences of language brokering for their families, and the rhetorical potential these participants’ experiences can provide for all students in first-year writing classrooms.

Moving from general classroom practices to a central institution and possible WAC as well as linguistic-justice vehicle, the writing center, the book moves to Part 2: Advocacy in the Writing Center. Here, in Chapter 6, “Valuing Language Diversity Through Translingual Reading Groups in the Writing Center,” Sharada Krishnamurthy, Celeste Del Russo, and Donna Mehalchick-Opal report results from reading-group discussion analysis and client report forms. Importantly, the authors argue that writing centers largely “continue to uphold monolingual standards of language use and implicit bias against language diversity in the tutoring context” (p. 92). The authors’ analysis of their data led to conclusions that tutors indicated that, as a result of training, they increased their awareness of translanguaging and translingual practices. In Chapter 7, “Beyond Welcoming Acceptance: Re-Envisioning Consultant Education and Writing Center Practices Toward Social Justice for Multilingual Writers,” Hidy Basta analyzes response papers written by writing consultants to locate indications of conceptual shifts away from monolingual ideologies that normalize White mainstream English. The chapter also touches on the tension consultants may experience while struggling to honor linguistic performance seemingly different from White mainstream English and to help students navigate professors who take points off students’ writing for such differences. In Chapter 8, “Embracing Difficult Conversations: Making Antiracist and Decolonial Writing Center Programming Visible,” Marilee Brooks-Gillies verbalizes this tension between theory and outside expectations, arguing that writing centers not only need to change from the inside, but also need to begin the work of challenging notions that writing centers are institutions

that correct and maintain monolingual ideologies and practices. In Brooks-Gillies' words, "As we change from the inside, we can move that change outward into our campus communities" (p. 135). In Chapter 9, "Social (Justice) Media: Advocating for Multilingual Writers in a Multimodal World," Emma Catherine Perry and Paula Rawlins likewise consider how changes in the writing center can impact structures outside it. They document a social-media effort to share antiracist pedagogy, such as pedagogy related to translanguaging and linguistic diversity, to wider audiences.

Finally, in Part 3: Professional Development, the book continues with Chapter 10, "Combatting Monolingualism Through Rhetorical Listening: A Faculty Workshop," in which Alexandra Watkins and Lindsey Ives detail professional-development events that invite introspection meant to challenge implicitly held monolingualism. Here again, important wrestling with goals is explored: When, if at all, does one help students who may wish, for whatever reasons, for their writing to approximate mechanical and rhetorical moves associated with White mainstream English? In Chapter 11, "*Grassroots* Professional Development: Engaging Multilingual Identities and Expansive Literacies Through Pedagogical-Cultural Historical Activity (PCHAT) and Translanguaging," Cristina Sánchez-Martín and Joyce R. Walker consider the important topic of multilingual graduate teachers of writing. Reporting qualitative data provided by Sánchez-Martín, the chapter emphasizes the importance of programmatic conditions promoting "expansive languaging and writing practices in line with translanguaging and CHAT-informed paradigms, which foster social justice" (p. 195). Finally, in Part 3's Chapter 12, "Looking Beyond Grammar Deficiencies: Moving Faculty in Economics Toward a Difference-as-Resource Pedagogical Paradigm," Kendon Kurzer presents literature review-supported pedagogical suggestions meant to challenge monolingual norms and de facto racist conditions in economics-classroom settings and beyond.

A significant gem within this book is Chapter 13, "Afterword," in which Shawna Shapiro crystallizes three particularly central questions emerging from this book: the question of (a) how to leverage linguistic diversity as a resource, (b) how to realize linguistic justice for multilingual and multidialectal writers, and (c) how to be successful at doing the above. Personally, as a teacher-scholar who wishes to do good things as an ardent advocate for multilingual writers, I found Shapiro's discussion of how we might rhetorically approach colleagues especially valuable. In Shapiro's words, "One concern not talked about enough in conversations about social justice education is that the *discourse we use* to frame this work may obscure opportunities for connection with others who share many of our goals but who describe their work differently" (p. 221). Shapiro's suggestions that we use our rhetorical training to approach audiences, who may be more or less likely to resist frameworks such as social justice or linguistic diversity, to gather support seem especially valuable.

Strengths of the book include the many chapters presenting frameworks for the problem of persistent deficit models of languaging in higher education and beyond. Herein, a teacher-scholar whose work intersects with issues of linguistic justice (and whose doesn't/couldn't?) will find valuable presentations of what is at stake for multilingual writers. The book, though, has its limitations—as all works of scholarship do. Often, instead of qualitative claims matching the type of evidence being presented, unhedged quantitative cause-effect or association-type claims, about complex and sometimes un-operationalized theoretical concepts, too often seem to appear. Rigorous, replicable methods to address complex social issues surely can help, as Shapiro similarly argues in the afterword, broaden how we approach potentially resistant audiences for the sake of our multilingual community. Being clear about what we do and do not believe to be the case, and the evidence and methods we use to conclude this, can also help point future researchers in productive directions.

People who would benefit from reading this book include, primarily, writing instructors and program directors in higher education in the United States. Secondary audiences include anyone who has a say in how higher education evaluates the writing and language assessed in classrooms. This book is a valuable, ethical, and compassionate contribution to the field of writing studies. We owe it to our communities to keep pushing against monolingual models that frame linguistic variation from White mainstream English as a deficit and assessment practices that penalize multilingualism while rewarding monolingualism.

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