

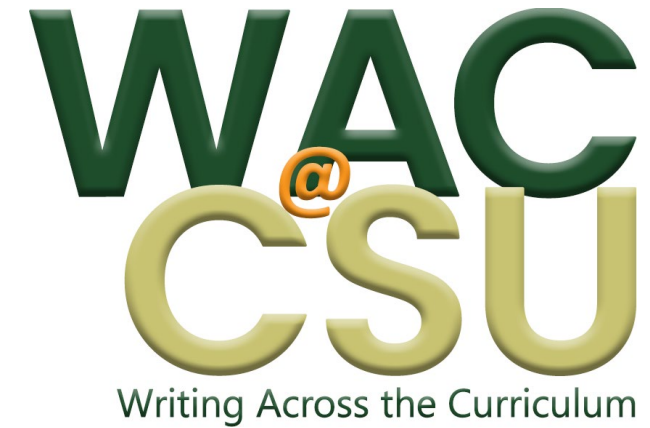


WAC@CSU

Writing Across the Curriculum

WAC Week Nov. 6-10

# Welcome to WAC Week



## Upcoming Workshops

- **Responding to Student Writing Effectively and Efficiently**

Wednesday, November 8<sup>th</sup> | 3:00 to 4:00pm

- **Using Writing to Support Learning, Critical Thinking, and Inclusion at an Emerging HSI**

Thursday, November 9<sup>th</sup> | 2:00 to 3:00pm | Zoom and In Person

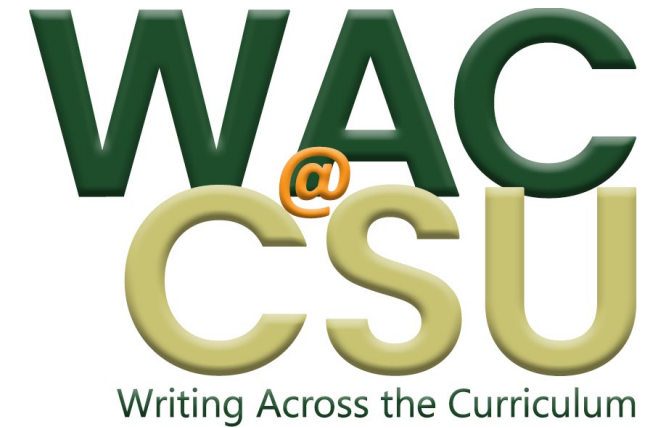
- **Using Generative AI to Enhance Student Engagement with Course Content**

Friday, November 10<sup>th</sup> | 9:00 to 10:00 am

All times are for the Mountain time zone.

Learn more at [writingcenter.colostate.edu/wac](https://writingcenter.colostate.edu/wac).

# Welcome to WAC Week



## Small Grant Applications

**Goal:** Develop one or more writing activities or assignments

**Support:**

- Consultation with an experienced writing instructor
- Materials development
- Outcomes assessment appropriate for demonstration of teaching effectiveness

Learn more at [writingcenter.colostate.edu/wac/grants](http://writingcenter.colostate.edu/wac/grants).

# Linguistic Justice in Writing Across the Curriculum

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Drs. Kelly Bradbury, Genesea Carter, and Sue Doe

WAC Week 2023 at CSU



Colorado State University

# Agenda

- PART 1: Introductions
- PART 2: Reflect and Discuss contexts, conversations, and challenges
- PART 3: Overview of definitions, calls, and response
- PART 4: Overview of how to design linguistically just writing assignments
- PART 5: Discuss sample writing assignments
- PART 6: Wrap-up and reflection about participants' approaches, strategies, tools



# Part 1: Introductions

Kelly

Genesea

Sue

We are three white women who teach in a predominantly white program in a predominantly white university

In the chat, briefly introduce yourself: your home institution, your discipline or program, and what brings you to the workshop.



## Part 2: Reflect and Discuss Contexts, Conversations, and Challenges

- Take 3 minutes and write:
  - What **conversations** are happening in **your departments and disciplines** around diversity, equity, inclusivity, and social justice at large and in terms of the teaching of writing?
  - What (if any) **challenges** are you facing (or do you anticipate facing) in enacting the work of DEISJ in your teaching and/or writing assignments?



# Part 3: Definitions, Calls, and Response in Writing Studies

## Defining Linguistic Justice

- **Linguistic Justice** is a commitment to **challenge the belief** that there is only one correct way to speak and write and other languages or dialects are substandard.
- **Linguistic Justice** calls on us to **change our perspective** and to view the way a person naturally communicates as an asset rather than something to be corrected.
- **Linguistic Justice** is a pledge to teach critical grammar which “**encourages students to develop a critical awareness** of the variety of choices available to them with regard to micro-level issues in order to **empower them and equip them** to push against biases based on ‘written’ accents” (Walkowitz, 2020).





# Calls and Response in Writing Studies

**1974:** Conference on College Composition and Communication's "Students' Rights to Their Own Language"

We affirm the students' right to their own patterns and varieties of language—the dialects of their nurture or whatever dialects in which they find their own identity and style. Language scholars long ago denied that the **myth of a standard American dialect** has any validity. The claim that any one dialect is unacceptable amounts to an attempt of one social group to exert its dominance over another. Such a claim leads to false advice for speakers and writers, and immoral advice for humans. A nation proud of its diverse heritage and its cultural and racial variety will preserve its heritage of dialects. We affirm strongly that teachers must have the experiences and training that will enable them to respect diversity and uphold the right of students to their own language.



**2009:** Stanley Fish, *New York Times*, “What Should Colleges Teach?”

Statements like this one issue from the mistake of importing a sociological/ political analysis of a craft into the teaching of it. **It may be true that the standard language is an instrument of power and a device for protecting the status quo, but that very truth is a reason for teaching it to students who are being prepared for entry into the world as it now is rather than the world as it might be in some utopian imagination—all dialects equal, all habit of speech and writing equally rewarded.**



## 2010: Vershawn Ashanti Young, “Should Writers Use They Own English?”

“Lord, lord, lord! Where do I begin, cuz this man sho tryin to take the nation back to a time when we were less tolerant of linguistic and racial differences. Yeah, I said **racial difference**, tho my man Stan be talkin explicitly bout **language differences**. **The two be intertwined....**

But dont nobody’s language, dialect, or style make them ‘vulnerable to prejudice.’ **It’s ATTITUDES**. It be the way folks with some power perceive other people’s language. Like the way some view, say, black English when used in school or at work. **Black English dont make it own-self oppressed**. It be negative views about other people usin they own language, like what Fish expressed in his *NYT* blog, that make it so.”



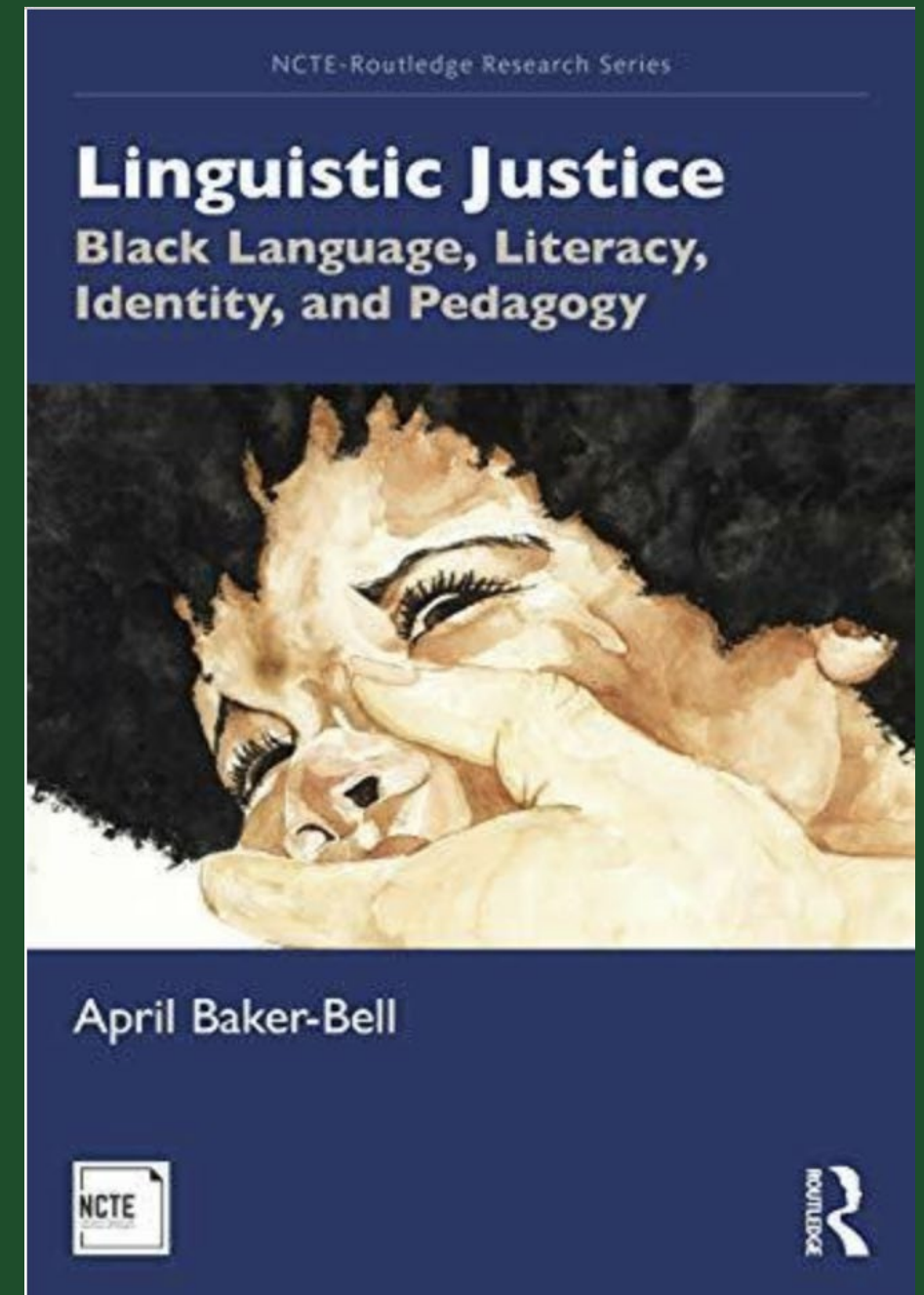
## 2019: Asao Inoue's CCCC Chair's Address

“We must stop justifying White standards of writing as a necessary evil. Evil in any form is never necessary. We must stop saying that we have to teach this dominant English because it's what students need to succeed tomorrow. They only need it because we keep teaching it!”



2020:

**“People’s language experiences are not separate from their racial experiences.** Indeed, the way a Black child’s language is devalued in school reflects how Black lives are devalued in the world. Similarly, the way a white child’s language is privileged and deemed the norm in schools is directly connected to the invisible ways that white culture is deemed normal, neutral, and superior in the world” (2).



2020:

## This Ain't Another Statement! This is a DEMAND for Black Linguistic Justice!

Like Share 4.1K people like

Conference on College Composition and Communication  
July 2020

### This Ain't Another Statement

As with previous CCCC/NCTE recurrent historical and sociopolitical statements amidst of a pandemic that is disproportionately impacting Black communities, this statement while witnessing ongoing anti-Black racist violence and the death of George Floyd, and a growing list of Black lives lost, we call for abolition and demands to craft statements condemning political skeletons in their own closets. As that the same anti-Black violence that the anti-Black violence that is going on (Everett, 2017). In this current social context of language education? How disciplinary discourses, graduate our commitments and activism as

**we demand**

**teachers stop using academic language and standard English as the accepted communicative norm, which reflects White Mainstream English!**

**teachers stop teaching Black students to code-switch and teach Black students about anti-Black linguistic racism and white linguistic supremacy instead!**

**political discussions and praxis that center Black Language as teacher-researcher activism for classrooms and communities!**

**teachers develop and teach Black Linguistic Consciousness that works to decolonize the mind (and/or) language, unlearn white supremacy, and unravel anti-Black linguistic racism!**

**Black dispositions in the research and teaching of Black Language!**

**This list of demands was created by the 2020 Special Committee on Composing a CCCC Statement on Anti-Black Racism and Black Linguistic Justice, Or, Why We Cain't Breathe!**



# CSU Context



**PRINCIPLES of  
COMMUNITY**

THE PRINCIPLES OF COMMUNITY SUPPORT THE COLORADO STATE UNIVERSITY MISSION AND VISION OF ACCESS, RESEARCH, TEACHING, SERVICE AND ENGAGEMENT. A COLLABORATIVE AND VIBRANT COMMUNITY IS A FOUNDATION FOR LEARNING, CRITICAL INQUIRY, AND DISCOVERY. THEREFORE, EACH MEMBER OF THE CSU COMMUNITY HAS A RESPONSIBILITY TO UPHOLD THESE PRINCIPLES WHEN ENGAGING WITH ONE ANOTHER AND ACTING ON BEHALF OF THE UNIVERSITY.

**INCLUSION**  
We create and nurture inclusive environments and welcome, value and affirm all members of our community, including their various identities, skills, ideas, talents and contributions.

**INTEGRITY**  
We are accountable for our actions and will act ethically and honestly in all our interactions.

**RESPECT**  
We honor the inherent dignity of all people within an environment where we are committed to freedom of expression, critical discourse, and the advancement of knowledge.

**SERVICE**  
We are responsible, individually and collectively, to give of our time, talents, and resources to promote the well-being of each other and the development of our local, regional, and global communities.

**SOCIAL JUSTICE**  
We have the right to be treated and the responsibility to treat others with fairness and equity, the duty to challenge prejudice, and to uphold the laws, policies and procedures that promote justice in all respects.

Colorado State University

## AUCC Fundamental Competency 1C Category 1C. Diversity, Equity, and Inclusion (3 Credits)

Courses that address Diversity, Equity, and Inclusion engage students in the study of cultural identities, explore the interactions among these identities, and reflect upon patterns of interaction related to the larger contexts in which they take place, focusing predominantly on US cultures as they are situated within a global context. These courses provide opportunities to expand self-awareness, examine perspectives, and engage in dialogue in order to analyze personal and social responsibility, social systems, and contemporary contexts.

## Teaching Effectiveness Framework

**Inclusive pedagogy** is a student-centered teaching approach that considers all students' backgrounds, experiences, and learning variabilities in the planning and implementation of student engagement activities, equitable access to content, mutual respect, and a more robust learning experience for all learners.



# Part 4: Designing Linguistically Just Writing Assignments—Start with General Principles for Stronger Writing Assignments

Writing Assignments Should...

- Meet Teaching/Learning Goals
- Define the Rhetorical Situation (Audience, Purpose, Genre, Context)
- Break the Task into Manageable, Scaffolded Steps
- Be Clear and Specific
- Include Grading Criteria
- Follow Universal Design Principles
- Invite critical thinking by being inquiry-based, problem-based, and involving application vs. recall
- Accompanied by reflection/metacognition





# Designing Linguistically Just Writing Assignments—INVITE METACOGNITION

- Explore with students how language differences reflect cultural, logic-making, and aesthetic differences
- Directly address differences in home and school languages through comparative journaling
- Be intentional about representing diversity in assignment examples, case studies, and scenarios and assigned reading
- Teach critical citation from the very beginning.
- Make room for varied genres and non-academic audiences and purposes
- Be prepared to discuss current events and the language used to describe events. Current event descriptions always involve language choices that are revelatory.
- Understand that the “literacy myth” has long conflated the ability to read and write in Standard English with economic and even moral progress



# Part 5: Sample Writing Assignments

## Example 1 Outcomes: Metacognition, Genre Conventions, and Using Evidence

### End-of-Semester Reflection Letter (10%)

This reflection letter asks you to engage in metacognition—thinking about thinking. Researchers on metacognition say that we have better memory, transfer of knowledge, and engagement when we engage in metacognition. Therefore, this assignment asks you to think about your total growth this semester and select specific examples from your course work (inside and outside of class) to reflect upon and analyze your growth as reader, writer, researcher, and collaborator. This letter is not about praising me or the class; it's reflecting on your experience and highlighting, with relevant examples, what you've learned.

#### Formatting and Length

- 1,000+ words
- 12 point Times New Roman or Arial or Calibri font
- Double-spaced with paragraph indentations
- MLA Formatting

**Introduction:** Write one paragraph about how you've grown this semester: you can examine how you've grown as a writer, as a collaborator, as a reader, as a researcher, and/or as a communicator.

**Paragraph 1:** In one paragraph, explain your expectations and/or apprehensions about CO150 before you started the semester. In this paragraph, reflect on your expectations and/or apprehensions with your experience at the end of CO150. You can focus on one or more of the following:

- What were your previous experiences with writing and how did your experience with writing shift over the semester?
- Did you have particular concerns or fears about taking this course that you overcame?
- Did your expectations about this college-level writing course match the reality?
- In what ways did high school prepare you for CO150?
- In what ways did CO150 help you become a more confident writer, researcher, and/or communicator?

Audience: Themselves, so they can embrace their writing skills and writing styles that resonate with their literacies and identities.

Standard Edited English is decentralized in the assignment and rubric.

# Example 2

## Outcomes: Analysis and Persuasion, Genre Conventions, and Audience Awareness

Audience: An academic journal that publishes a wide variety of academic and creative student work.

Here they learn to balance the journal and readers' expectations with their goals.

We read a wide variety of published pieces in this journal and talk about authors' writing style and using writing as a rhetorical device.

### Research Article

#### Overview

Assignment 3 has two parts: the research article and a reflection.

#### Part 1. Research Article

##### *Assignment Objectives*

- Initiate your own professional area of research.
- Cultivate an intellectual project of your own interest.
- Learn to put your research and ideas in conversation with the ongoing research of other academics and scholars.

##### *Assignment Criteria*

- Audience: [Journal of Undergraduate Research](#).
- Word count: 2,000-2,500 (8-10 double-spaced pages not including the References page).
- Submission format: According to [Journal of Undergraduate Research specifications](#).
- Citations: According to [Journal of Undergraduate Research specifications](#).

##### *Purpose and Focus*

Our CO300 course theme is information literacy, so you are welcome to explore questions that arose from your A1, from in-class readings, from in-class discussions, etc. In general, these topics are fair game: information literacy, confirmation bias, anti-intellectualism, fake news, algorithmic rhetoric, search engine or social media algorithms, consumer model of higher education, etc. Check with me about your topic if you would like to diverge from this topical focus.

The purpose of this essay is to persuade your audience to accept your thesis by crafting a debatable claim, developing sound reasons to support the claim, finding and developing credible evidence to support those reasons, and developing analysis to solidify your claim.

# Example 3

## Outcomes: Revision, Audience Awareness, and Genre Conventions

Audience: CSU's student newspaper.

We read a wide variety of published commentaries in *The Collegian* and elsewhere to discuss authors' writing styles, using writing as a rhetorical device, and meeting genre conventions.

Standard Edited English is decentralized in the prompt and rubric. Students are encouraged to hone their writing style for this genre.

### Assignment 4: Commentary (5%)

#### Rhetorical Situation

In the fourth assignment, you will learn how adapt your assignment 2 and assignment 3 to persuade *Collegian* of your rhetorical purpose. See *Writing Today* chapter 10 for more information about the purposes of Commentaries.

#### Audience

Your audience is the *Collegian* readers, which include CSU students, faculty, staff, and, maybe, even alumni and parents of CSU students.

#### Your Rhetorical Purpose

Your purpose is to persuade your readers (1) that you are providing new information about a newsworthy issue or event and (2) offer a new perspective about what is happening around you.

#### Genre

Follow *Writing Today* chapter 10 and the *Collegian's* specifications:

- Introduction with thesis (claim with reasons)
- Explain the current event or issue (with solid reasoning and evidence)
- Support for your argument (with solid reasoning, evidence, examples, and observations)
- Clarification of your argument (that qualifies the argument without overgeneralizing or oversimplifying the issue)
- Conclusion (offering an overall assessment of the issue, its importance to readers, and looks to the future)

## Part 6: Wrap-up and Reflection

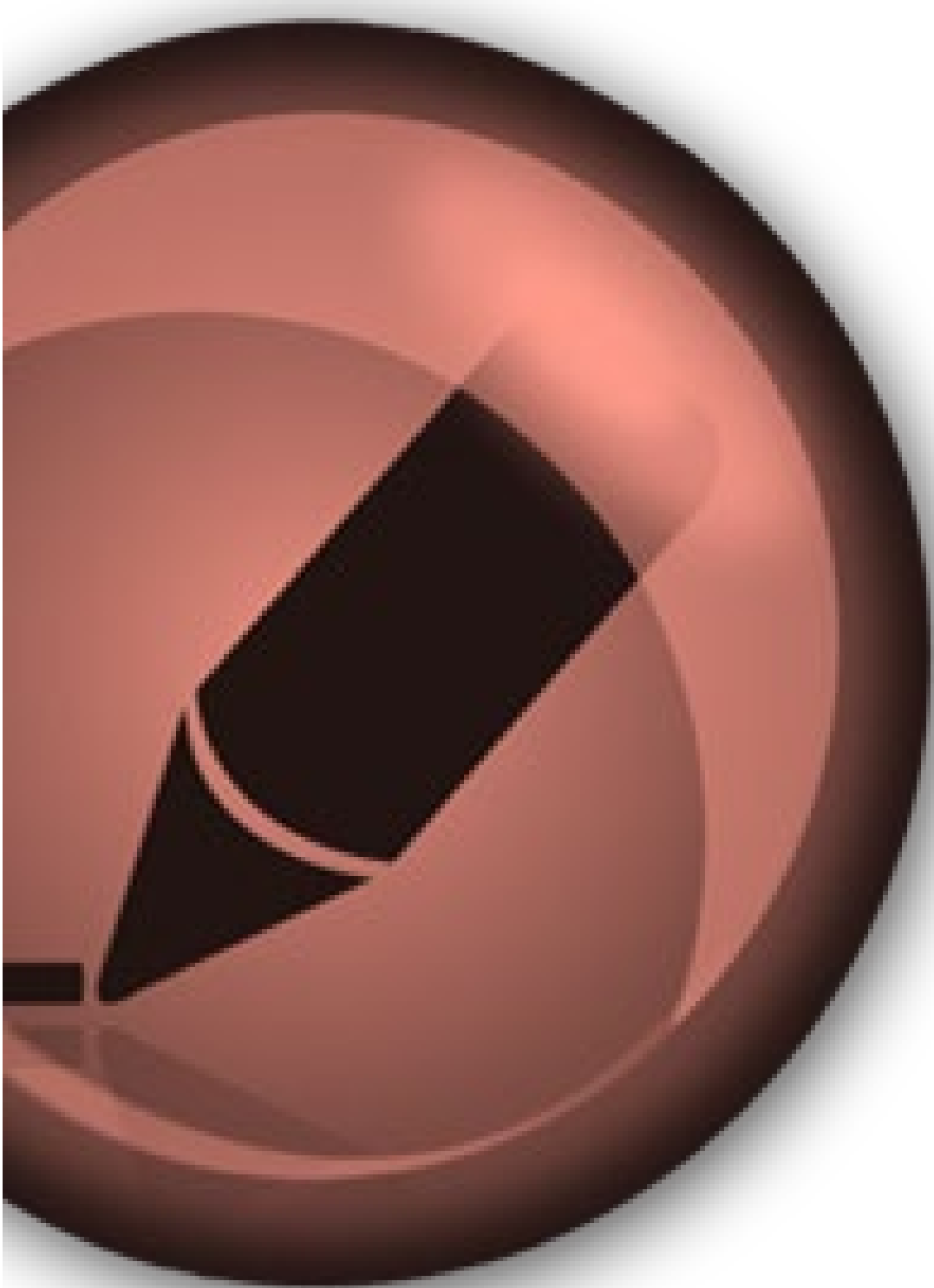
- What might you apply to your own writing assignments? On a scale of 1-10, how difficult will it be for you to revise your materials?
- What are your primary takeaways, ideas, concerns, or questions from today?
- Are there additional areas in which linguistic justice pedagogy might be addressed?
  - In curriculum design?
  - In evaluation and assessment?
  - In program initiatives and policies?
  - In committee conversations?
  - In professional development/trainings?
  - In course design/teaching?



## Works Cited/Resources

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# **Reaction Comments Discussion**

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**Visit WAC@CSU at**

**<https://writingcenter.colostate.edu/WAC>**