Appendix B

Annotated Reading Recommendations for Antiracist Writing Tutor Education

Readings to Share With Writing Tutors

Greenfield, Laura. "The 'Standard English' Fairy Tale: A Rhetorical Analysis of Racist Pedagogies and commonplace Assumptions about Language Diversity." This chapter from *Writing Centers and the New Racism* takes a linguist's perspective to reveal that what many people consider "standard English" is only one in a large number of linguistically-equal variations of English, and that it is only privileged as "standard" in order to uphold white supremacy.

Grimm, Nancy. "Retheorizing Writing Center Work to Transform a System of Advantage Based on Race." This chapter from *Writing Centers and the New Racism* might be more appropriate for more advanced writing tutors or those with previous writing center experience. It analyzes many basic and commonly-shared "mottos" of writing center work (such as minimalist tutoring practices among others) to reveal how these cherished maxims can alienate students of color and lead to an atmosphere that is less conducive to learning than intended.

Suhr-Sytsma, Mandy, and Shan-Estelle Brown. "Theory In/To Practice: Addressing the Everyday Language of Oppression in the Writing Center." *The Writing Center Journal*, vol. 31, no. 2, 2011, pp. 13–49. *JSTOR*, JSTOR, www.jstor.org/stable/43442366. This comprehensive essay offers a two-list heuristic for tutors to use in order to address racist and other oppressive language through thoughtful, respectful, and generous dialogue. This essay is particularly effective, as it combines theoretical approaches with highly practical strategies for tutoring and provides concrete steps for addressing oppressive language in student writing, including their own.

Villanueva, Victor. "The Rhetorics of Racism: A Historical Sketch." This chapter from *Writing Centers and the New Racism* provides a sweeping history of how racism has become institutionalized through language and rhetoric.

Wilson, Nancy E. "Bias in the Writing Center: Tutor Perceptions of African American Language." This chapter from *Writing Centers and the New Racism* uses survey data to provide specific and sobering examples of how university faculty and writing tutors view AAVE as an inferior and even unacceptable language that requires immediate expulsion.

Young, Vershawn Ashanti "Should Writers Use They Own Language?" *Writing Centers and the New Racism: A Call for Sustainable Dialogue and Change.* This chapter from *Writing Centers and the New Racism* makes the case for expanding, rather than restricting, notions about what constitutes effective written communication in classrooms, work environments, and public spaces. Written primarily in African American Vernacular English (AAVE), Young's chapter is a particularly effective example of how form and style are wedded to a message.

Background and Rationale for Antiracist Writing Center Theories and Pedagogies

The following articles provide deeper background for developing an antiracist approach in the writing center. They are also good for sharing with advanced writing tutors and with faculty who teach writing.

Davila, Bethany. "Rewriting Race in the Writing Center." *Writing Lab Newsletter*, vol. 31, issue 1, 2006, pp. 1-5. https://wlnjournal.org/archives/v31/31.1.pdf

Diab, Rasha, Thomas Ferrel, Beth Godbee, & Neil Simpkins. "A multi-dimensional pedagogy for racial justice in writing centers." *Praxis: A Writing Center Journal*, vol.10, issue 1, pp. 1-8. http://www.praxisuwc.com/diab-godbee-ferrell-simpkins-101.

Diab, Rasha, Thomas Ferrel, Beth Godbee, & Neil Simpkins. "Making Commitments to Racial Justice Actionable." *Across the Disciplines*, vol.10, issue 3, 2013, pp. 1-17. https://wac.colostate.edu/atd/race/diabetal.cfm

Green, Ann E."'The Quality of Light': Using Narrative in a Peer Tutoring Class." *Writing Centers and the New Racism.*

Greenfield, Laura & Rowan, Karen. "Beyond the 'Week Twelve Approach': Toward a Critical Pedagogy for Antiracist Theory and Practice." *Writing Centers and the New Racism.*

Grimm, Nancy. "Retheorizing Writing Center Work to Transform a System of Advantage Based on Race." *Writing Centers and the New Racism.*

Inoue, Asao B, *Antiracist Writing Assessment Ecologies: Teaching and Assessing Writing for a Socially Just Future.* WAC Clearinghouse and Parlor Press, 2015. (Chapter 5, "Designing Antiracist Writing Center Ecologies," is particularly helpful for faculty ready to change their approach to responding to student writing.)

Wilson, Nancy E. "Bias in the Writing Center: Tutor Perceptions of African American Language." *Writing Centers and the New Racism.*

Related Readings for Writing Tutors

In order to provide a consistent message of anti-oppressive approaches to writing center work, it is important to make sure that writing tutors know that writers with marginalized identities should have the same opportunities to choose their rhetorical strategies and tutoring preferences as more privileged writers might.

I am still searching for a good article about tutoring with a translingual approach, which would be my preference for preparing tutors to work with multilingual students. But currently, I assign "Reading an ESL Writer's Text" by Paul Kei Matsuda and Michelle Cox and "Avoiding

Appropriation" by Carol Severino, both from *ESL Writers: A Guide for Writing Center Tutors*. These two articles are good for recognizing many tutors' impulse to take over the writing of international and multilingual students, explaining the problems with that approach, and offering practical strategies for curbing it. In addition, my international tutors have made me aware of the problematic nature of the term "non-native English speaker," which privileges "native" speakers of English without acknowledging the colonialist impulse behind the spread of the English language or questioning the dominance of SAE when there are more "nonnative" English speakers than "native" English speakers.

Following Jean Kiedaisch and Sue Dinitz's recommendations in "Changing Notions of Difference in the Writing Center: The Possibilities of Universal Design," I have also moved away from assigning readings about tutoring students with dis/abilities to assigning readings written by writers and writing tutors with dis/abilities about their own experiences. Aaron Piziali ("Revolution" from *Learning Disabilities and Life Stories*), a writer with an undisclosed learning dis/ability, and Kerri Rinaldi ("Disability in the Writing Center: a New Approach (That's Not So New," *Praxis*), a writing center professional who is deaf, both emphasize the importance of focusing on the needs of the writer over the desire of the tutor to have a comfortable session for themselves. About being asked for advice on working with deaf students, Rinadi writes: "I can't shake the feeling that I'm not really being asked how to make sessions more accessible for deaf students. Instead, it feels like I'm being asked for some magic formula, some kernel of knowledge--if only a tutor could just locate this information, then the challenge of deafness would somehow be neutralized, and the sessions would be easier, more manageable, more *normal*."