WRITING
AS INCLUSION

Navigating Linguistic and Cultural Inclusivity in Writing Environments

This unit explores writing inclusivity (or lack thereof) in the classroom, workplace, and general public/social media, examining how these environments can more successfully promote cultural inclusivity, foster linguistic diversity, and better equip individuals with the tools to advocate for themselves. The ultimate goal is to make writing empowering to everyone rather than disempowering.

	TUE	THUR

Week 4

Inclusion (or lack thereof) in the classroom

TUE

In-Class Activities:

Write your answers to the discussion questions for 15 minutes. Share with the person next to you for 10 minutes. Discuss as a class for 10 minutes.

Discussion Questions:

Baker-Bell reading

1. What are the implications of imitating a dominant culture's linguistic norms —through code-switching or being forced to assimilate to a standard language in educational settings— on students' linguistic and cultural identities and on their experiences in the classroom?
2. How does society as a whole begin to unlearn white supremacy? What does not help this process?
3. Why is it important that we take Anti-Black Linguistic Racism (or any form of lingustic racism) seriously?

Esterly, Swoyer, and Draxler reading

1. How can writing center tutors address grammatical errors while avoiding linguistic discrimination, particularly for multilingual students? Should grammatical errors be addressed at all?
2. Should standard English be taught at all? If so, what strategies can

THUR

In-Class Activities:

1. Find one other person to work with for 20 min who listened to a different podcast:
    1. Make a presentation of your podcasts summarizing key points, similarities, and/or differences.
    2. Consider the following: (1) Do you have any personal experiences or observations when observing language diversity and accessibility in the classroom? (2) In what ways can we promote inclusivity and respect for linguistic diversity in our classrooms?
    3. Each group will present their summaries to the rest of the class (~20 min).
2. We will create a **list of questions** for your **interview** (~15 min). Brainstorm with the person next to you and then together as a class.

writing tutors and K-12 teachers employ to promote linguistic inclusivity while still teaching the conventions of Standard English?

3. In what ways can writing centers and K-12 classrooms collaborate to develop more inclusive approaches to grammar instruction that empower students' linguistic identities and challenge dominant language hierarchies?

Homework Due:

1. April Baker-Bell, Chapters 1-2 from Linguistic Justice: Black Language, Literacy, Identity, and Pedagogy (pp. 1-38)

2. "Linguistic Diversity from the K–12 Classroom to the Writing Center: Rethinking Expectations on Inclusive Grammar Instruction" by Zoe Esterly, Hannah L. W. Swoyer, and Bridget A. Draxler

Component 1 assignment due by 11:59 pm

Homework Due:

1. Choose **1 Pedagogue** episode under "accessibility"

2. Choose **1 Pedagogue** episode under "language diversity"

(You can find a transcript of your episode—if you'd prefer to read it— here, by searching for your episode.)

In-Class Activities:

- Brief Introduction

Professor facilitates conversation giving a brief overview of the readings and the day's focus of inclusion in the classroom.

- Individual Reflection

Students write their thoughts on the **discussion question**: "How can inclusive educational practices benefit all students, not just those

In-Class Activities:

- Keyword Gallery

Students will prepare a short summary or visual representation of their keyword reading. During class, tape these to the walls and have students move around the room to view these summaries or visuals. This allows students to learn about all keywords even if they didn't read about them.

Week 5

Inclusion (or lack thereof) in the classroom

with identified needs or disabilities?"

- Pair and Share

Students pair up in groups of two to share their reflections and continue the conversation that was started at the beginning of class

- Group Discussion

Open discussion in small groups or as a whole class to explore insights from the pair and share activity and readings.

- Share with the class

A few volunteers (the groups of two) share what they talked about with their partner

- Small Group Discussion

Students form small groups based on the keyword they read to discuss their gallery piece and how it connects with other students keywords

- Whole Class Discussion

Discuss Aja Y. Martinez's "A Plea for Critical Race Theory Counterstory," focusing on the **discussion question** of Reflect on the concept of "fit" in academia as discussed by Martinez. How might this affect diverse scholars' academic and professional trajectories?

- Wrap-up

Professor facilitates conversation about what people discussed, learned, and shared throughout the class activities

Homework Due:

1. Read "Building Community in the Inclusive Classroom" by Melissa A. Sreckovic, Tia R. Schultz, Christine K. Kenney, and Harriet Able **OR** "Students with Learning Disabilities Writing in an Inclusion Classroom" by Patricia Jacobs & Danling Fu

Don't forget to complete an **interview** this week!

Homework Due:

1. Choose **2 Keywords in Writing Studies:** Class by Julie Lindquist, Creativity by Tim Mayers, Gender by Lorin Shellenberger, or Identity by Morris Young

Martinez "A Plea for Critical Race Theory Counterstory: Stock Story versus CounterStory Dialogues Concerning Alejandra's "fit" in the Academy (**pp. 40-53 ONLY**)

In-Class Activities:

1. **Writing Exercise** for 10 minutes answering the

In-Class Activities:

1. Professor summarizes podcast with the help of

Week 6

Inclusion (or lack thereof) in the general public/social media and in the workplace

following discussion questions

  a. Why would you create an advert that is supposed to resonate with everyone but only includes certain groups in its imagery
  b. Even if Social Media is for everyone, do you think everyone is represented equally? Why or why not?

2. **Share with a partner** your answer to each question

3. Come together **as a class to discuss** as a whole

the class

2. **Turn and Talk:**
  a. Rose (something good)
  b. Bud (something you could see come from this podcast; future outlook)
  c. Thorn (one critique)

3. Each pair participates and **shares with the group**

4. Can continue onto **discussion questions** if it gets quiet

Discussion Questions:

- Do companies try to create inclusivity to make more money?
- Is inclusivity in the general public a facade so people won't frown upon individuals/companies?

Homework Due:

1. **Pick one article & read:** "Building a Framework for an Inclusive Workplace Culture: The Diversion Diversity and Inclusion Survey" by- Somkene Igboanugo, Jieru Yang and Phil Bigelow **or** ""Bring Your Whole Self to Work: Maturation of Team Work Through Diversity"" by Christopher McGinness

Read Taylor Goodman "Importance of Inclusivity and Representation on Social Media"

Homework Due:

1. **Listen** to Teresa Heath-Wareing "How to be More Inclusive and Diverse on Social Media"

Component 2 assignment due by 11:59 pm

Component 2: Writing Inclusion in Your World

This assignment aims to understand real-life experiences of writing inclusion and exclusion and analyze them in light of in-class discussions, readings, and podcasts. You will interview someone of your choosing (another student, faculty, employer, colleague, family member, etc.) on their experiences of inclusion or exclusion regarding writing in certain

environments. Write 2-3 pages including the following components in standard MLA format, 12 point font, and double spaced:

1. Explain why you chose the specific person for your interview (their role, experiences, background)
2. Include valuable insights the interviewee provided.
3. Make a connection: identify, compare, and contrast key themes addressed in the interview that were also discussed in class or in-class materials.
4. Conclude by identifying and summarizing at least three main points that you learned from the interview and how you might apply these in the future.