**Linguistic Justice Teaching Tools Made by ECU Faculty**

Working together in a writing across the curriculum workshop during summer 2024, 10 ECU faculty members (from anthropology, communications, chemistry, child & family sciences, education, english, kinesiology, psychology, and theater & dance) engaged linguistic justice scholarship, identified strategies for classroom practices, and created justice-oriented teaching resources for their own classrooms that can also serve as models for other instructors. These resources are anchored in the ideology of justice-oriented practices and liberatory mechanisms and work to create more linguistically inclusive classrooms and inspire student writers. Check out their Digital Toolbox [here](https://sites.ecu.edu/linguisticjustice/teaching-tools/).

**Additional Strategies & Examples for Linguistic Justice**

To integrate a linguistic justice approach in your writing classroom, you could…

* Add a syllabus statement that values linguistic diversity to make your values apparent to students.
  + “Diverse languages and dialects are welcome in this classroom. As we communicate with one another, keep in mind that the reader/listener should work as hard as the writer/speaker in the communication process. This means that we will listen patiently, work to understand one another, seek out clarification when necessary and avoid finishing each other’s sentences or correcting grammatical errors unless invited to do so” (C. Savini, 2021, Inside Higher Ed).
* Remember there are different types of writing assignments that focus more on students' critical thinking and less on grammar and mechanics.
  + [Writing to learn assignments](https://teams.microsoft.com/l/message/19:0aaaf61afc6f431dbcfdb4415bf0b81b@thread.tacv2/1714999944895?tenantId=17143cbb-385c-4c45-a36a-c65b72e3eae8&groupId=76f4a201-1837-4bca-a4e2-932966b402b4&parentMessageId=1714999944895&teamName=Linguistic%20Justice%20in%20the%20Classroom&channelName=WAC%20Teaching%20Resources&createdTime=1714999944895) (aka low-stakes writing), [self-reflection](https://www.amle.org/student-reflection-a-tool-for-growth-and-development/) and [other types](https://www.teachthought.com/learning/reflective-questions/) of [reflective writing](https://teams.microsoft.com/l/message/19:0aaaf61afc6f431dbcfdb4415bf0b81b@thread.tacv2/1714999908016?tenantId=17143cbb-385c-4c45-a36a-c65b72e3eae8&groupId=76f4a201-1837-4bca-a4e2-932966b402b4&parentMessageId=1714999908016&teamName=Linguistic%20Justice%20in%20the%20Classroom&channelName=WAC%20Teaching%20Resources&createdTime=1714999908016)
  + [Collective class research](https://ethnographylab.ca/2016/02/20/the-class-as-research-collective-ethnography-of-the-university-2015-focus-on-power/)
* Encourage exploration of how different contexts require different rhetorical choices to effectively communicate with a target audience.
  + Rather than teaching students that there is only one way to write, teach them how to effectively address various audiences for different purposes in their writing with things like [remix writing assignments](https://www.canva.com/design/DAGDWH3R1VA/6lkmvnryExU-b8NCkDYM9A/edit?utm_content=DAGDWH3R1VA&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton).
  + Help students understand how and when to vary their languages and dialects with activities like [audience analysis](https://studentsecuedu66932.sharepoint.com/:w:/r/sites/LinguisticJusticeintheClassroom/Shared%20Documents/WAC%20Teaching%20Resources/Audience%20Analysis-demo%20dispo%20know.docx?d=w7ee26c70956b41eaaf9784ca0b19aaac&csf=1&web=1&e=PUnsdn).
* Provide opportunities for students to write in their own voice.
  + Ask students to write for public audiences as public discourse provides more opportunity for diverse dialects and code-meshing as students present rich academic research and advance sophisticated arguments to broad audiences.
* Provide opportunities to write for real audiences & personally significant purposes.
  + [Alternative audiences](https://teams.microsoft.com/l/message/19:0aaaf61afc6f431dbcfdb4415bf0b81b@thread.tacv2/1714999724171?tenantId=17143cbb-385c-4c45-a36a-c65b72e3eae8&groupId=76f4a201-1837-4bca-a4e2-932966b402b4&parentMessageId=1714999724171&teamName=Linguistic%20Justice%20in%20the%20Classroom&channelName=WAC%20Teaching%20Resources&createdTime=1714999724171): Provost, chancellor, deans, department chairs, local school board, Department of Education, Board of Governors, accreditation organizations, advisors, graduates
  + [Significant purposes](https://teams.microsoft.com/l/message/19:3e88ee1d68ec495abbd0f20803919b49@thread.tacv2/1714492544610?tenantId=17143cbb-385c-4c45-a36a-c65b72e3eae8&groupId=76f4a201-1837-4bca-a4e2-932966b402b4&parentMessageId=1714492544610&teamName=Linguistic%20Justice%20in%20the%20Classroom&channelName=LJ%20Resources&createdTime=1714492544610): Writing to persuade, inform, convince, entertain, describe, advise, advocate, urge, demonstrate, defend, justify
* Ask all students about their language backgrounds.
  + Many professors ask students to share information about themselves at the beginning of the semester by way of a survey. You could include questions like,
    - What languages or dialects did you grow up speaking at home?
    - What languages and dialects did you learn in school
    - Have you ever been mocked or felt degraded for how you speak or write?
    - Would you like feedback on your grammar?”
* Engage students in assessment and evaluation practices related to key writing assignments.
  + [Community rubric building](https://wac.colostate.edu/docs/jbw/v38n1/athon.pdf), [discussing values](https://wac.colostate.edu/docs/journal/vol27/hendrickson.pdf)
* Assess students only on what you teach them.
  + [Contract grading](https://teaching.unl.edu/resources/grading-feedback/contract-grading/) and [other labor-based assessments](https://wac.colostate.edu/books/perspectives/labor/)
* Think of students’ language differences as opportunities for meaning-making.
  + [Code meshing](http://swang.digitalscholar.rochester.edu/code-meshing/category/in-academia/) and [code switching](https://teams.microsoft.com/l/message/19:3e88ee1d68ec495abbd0f20803919b49@thread.tacv2/1713528852684?tenantId=17143cbb-385c-4c45-a36a-c65b72e3eae8&groupId=76f4a201-1837-4bca-a4e2-932966b402b4&parentMessageId=1713528852684&teamName=Linguistic%20Justice%20in%20the%20Classroom&channelName=LJ%20Resources&createdTime=1713528852684)
* Because “living in a community where you’re constantly not accepted and experiencing microaggressions…that low-level stress over time has that same impact as maybe a one-time event, or a similar impact” (Venet, 2023), ​consider strategies from trauma-informed teaching
  + Use [this heuristic](https://teams.microsoft.com/l/message/19:3e88ee1d68ec495abbd0f20803919b49@thread.tacv2/1712254285243?tenantId=17143cbb-385c-4c45-a36a-c65b72e3eae8&groupId=76f4a201-1837-4bca-a4e2-932966b402b4&parentMessageId=1712254285243&teamName=Linguistic%20Justice%20in%20the%20Classroom&channelName=LJ%20Resources&createdTime=1712254285243) to consider questions about assigning, responding to, and evaluating writing based on five specific trauma-informed principles by Fallot and Harris (2006): safety, choice & control, trustworthiness, collaboration, and empowerment.

**Additional Resources**

ECU’s Linguistic Justice Primer ([Link](https://lor.instructure.com/resources/59cc020b96e74c0d9de58a931767d71d?shared=))

Antiracist WAC Toolkit: Assessment ([Link](https://studentsecuedu66932.sharepoint.com/:w:/r/sites/LinguisticJusticeintheClassroom/_layouts/15/Doc.aspx?sourcedoc=%7B93E43D31-8F1F-41ED-8E51-6B36F2D8162B%7D&file=Antiracist_WAC_Assessment.docx&action=default&mobileredirect=true))

Antiracist WAC Toolkit: Syllabus ([Link](https://studentsecuedu66932.sharepoint.com/:w:/r/sites/LinguisticJusticeintheClassroom/_layouts/15/Doc.aspx?sourcedoc=%7BA9ADF34E-4E7D-469F-96E7-8A02150C7D96%7D&file=Antiracist_WAC_Syllabus.docx&action=default&mobileredirect=true))

Scaffolded Anti-Racist Resources ([Link](https://docs.google.com/document/d/1PrAq4iBNb4nVIcTsLcNlW8zjaQXBLkWayL8EaPlh0bc/edit))

**Books**

* Vershawn Ashanti Young, Rusty Barrett, Y’Shanda Young-Rivera, & Kim Brian Lovejoy’s Other People’s English: Code-Meshing, Code-Switching, & African American Literacy
* Dean Valerie Kinloch’s Race, Justice, and Activism in Literacy Instruction
* Lippi-Green, R. (2012). English with an accent: Language, ideology and discrimination in the United ​States. (2nd ed) London; New York: Routledge.​

**Articles**

* The Myth of the Colorblind Writing Classroom: White Instructors Confront White Privilege in Their Classrooms by Pimentel, Pimental, and Dean ([Link](https://wac.colostate.edu/docs/books/antiracist/pimentel.pdf))
* Classroom Writing Assessment as an Antiracist Practice: Confronting White Supremacy in the Judgments of Language by Asao Inoue ([Link](https://studentsecuedu66932.sharepoint.com/:b:/r/sites/LinguisticJusticeintheClassroom/Shared%20Documents/LJ%20Readings/Classroom%20Writing%20Assessment%20as%20an%20Antiracist%20Practice.pdf?csf=1&web=1&e=YwAzWl))
* Geneva Smitherman: Black Language and the Education of Black Children: One Mo Once – The Black Scholar
* Why Storytelling Skills Matter for African American Kids by Nicole Garner-Neblett ([Link](https://greatergood.berkeley.edu/article/item/why_storytelling_skills_matter_for_african_american_kids))
* The Real Ebonics Debate: What Should Teachers Do? by Lisa Delpitt ([Link](https://greatergood.berkeley.edu/article/item/why_storytelling_skills_matter_for_african_american_kids))
* Is the 30 Million Word Gap A State We Should Be Using? ALSC Blog ([Link](https://www.alsc.ala.org/blog/2015/11/is-the-30-million-word-gap-a-stat-we-should-be-using/))
* Julie Washington’s Quest to Get Schools to Respect African American English (The Atlantic – [Link](https://www.theatlantic.com/magazine/archive/2018/04/the-code-switcher/554099/))
* Pathologizing the Language and Culture of Poor Children by Curt Dudley-Marling and Krista Lucas, Language Arts Vol. 86, No. 5 May 2009

**Films & Videos**

* The Language and Life Project ([Link](https://languageandlife.org/))
* Talking Black in America ([Link](https://languageandlife.org/documentaries/talking-black-in-america/))
* Ted Talk: Three Ways to Speak English ([Link](https://www.ted.com/talks/jamila_lyiscott_3_ways_to_speak_english?language=en))
* Lessons from Lucy Laney: African American Vernacular English ([Link](https://www.youtube.com/watch?v=9iVOZ_-Xwrc))
* U.S. Senate Hearing on Ebonics ([Link](https://www.youtube.com/watch?v=Pv8RbzTzy0s))

**Alternative Audiences for Writing Assignments**What categories and audience ideas should we add to this list?

**School-related**

* Students in other classes
* Teachers
* Department chair or members
* Librarians
* Advisors/guidance counselors
* Administrators
* Support staff
* Family members of students
* School graduates
* Athletic team members, coaches, sponsors
* School clubs and organizations
* Club and organization sponsors
* Students at other local schools (at the same or another academic level)
* Students at schools in geographically different locations that serve a different population of students
* Accreditation organizations
* Funding organizations (eg those providing grant funds)

**K-12 schools**

* Local school board
* District administrators
* State or federal department of education

**College/universities**

* Deans
* Department chair
* Provost or president
* Board of visitors or board of trustees

**Employment-related**

* Co-workers
* Managers
* Business owners
* Franchise or corporation administrators
* Customers
* Vendors or suppliers

**Recreation-related**

* Zoo and museum staff, visitors, volunteers, donors, and supporters
* Staff and volunteers at state and national parks and historical sites
* Recreation program managers, organizers, participants, and supporters (eg Little League, YWCA…)

**Local**

* Community organizations - clubs, churches, and so forth
* Businesses and corporations
* Recreational groups and sports clubs or teams
* Library staff
* City officials (including elected officials)
* Election candidates and politicians
* Senior center residents or visitors
* Chapters of nonprofit organizations (eg American Heart Association or Girl Scouts…)
* Food bank donors, employees, volunteers, and managers
* Convention and visitor’s bureau
* Chamber of commerce
* Chapter of the Better Business Bureau

**State and national**

* Government officials (including elected officials)
* Election candidates and politicians
* Corporations and other businesses - employees, managers, officers, stock holders, board of directors
* Nonprofit and philanthropic organizations

**Personal**

* Students themselves - in the past or future
* Family members (including extended family members)
* Family friends
* Friends

**Literary-related**

* Characters in the text or another reading
* The author(s) of the text
* Historical figures from the time period
* Others who have read the text
* Critics who have reviewed the text