

Zoom Meeting Chat Transcript: Linguistic Justice in Writing Across the Curriculum, November 8, 2023

- 01:00:53 read.ai meeting notes: Farah added read.ai meeting notes to the meeting. Read provides AI generated meeting summaries to make meetings more effective and efficient. View our Privacy Policy at <https://www.read.ai/pp> Type "read stop" to disable, or "opt out" to delete meeting data.
- 01:01:31 Dawn An: I am a professional writing tutor from Marymount Manhattan College.
- 01:02:21 Jessa Wood (she/her/hers): I am a graduate instructor at the University of Minnesota, Twin Cities, and I am studying work on racial equity/antiracism in WAC for my dissertation project
- 01:02:31 Kyung-Hee Bae (she/her): Hi I am Kyung-Hee. I direct a writing center at Rice University.
- 01:02:40 Genesee Carter (she/hers): Reacted to "I am a graduate inst..." with ❤️
- 01:03:20 Ken Chukwuba: Hello everyone, My name is Kenneth Chukwuba from Southwest Minnesota State University Marshall, MN. I am MBA Director
- 01:03:21 Sue Doe: Hi to All!
- 01:03:28 Gail Spake: I am a distance faculty member for Frontier Nursing University, a distance graduate university for nurse midwives, nurse practitioners, and psych NPs. I support faculty with teaching writing and their scholarship.
- 01:03:34 Courtney: My name is Courtney, and I am a PhD student at Ball State in Muncie, Indiana. I am interesting in discussing linguistic justice and anti-racism in WAC programming as well :)
- 01:03:35 Genesee Carter (she/hers): Jessa, I used to work at UW-Stout and lived in Saint Paul! My husband got his PhD at UMN in the History of science, technology, and medicine.
- 01:03:36 tara.wood: Hi all! I am WPA at the University of Northern Colorado. Happy to be here
- 01:03:44 Erin Mauffray (she/her/ella): Hi, I'm Erin Mauffray. I'm a PhD candidate at UCLA in Spanish linguistics. I'm here to learn about linguistic justice in WAC to build on a graduate certificate in writing pedagogy I'm working on right now to build my pedagogical practice in language, writing, and ling classrooms
- 01:03:59 Erin Goldin (she/her): Hi, all. I'm the Director of the University Writing Center at UC Merced (HSI, MSI, AANAPISI). And CSU alumni!
- 01:04:06 Genesee Carter (she/hers): Reacted to "Hi, all. I'm the Dir..." with ❤️
- 01:04:28 Emma Catherine Perry (she/they): Good morning! I'm Emma, and I am the associate director of the writing center at the University of Idaho. I'm looking forward to this presentation!
- 01:04:41 Genesee Carter (she/hers): Good morning, Emma!
- 01:04:43 Lydia Page: Hi! I'm Lydia Page. I am the Assistant Director of Student Writing at Bates College, working in the Student Writing & Language Center.
- 01:04:55 Genesee Carter (she/hers): Thanks to everyone who has dropped an intro in the chat!
- 01:05:20 Genesee Carter (she/hers): It's so great to see where everyone is coming from.
- 01:05:30 Jessa Wood (she/her/hers): I am seeing the shared screen

01:05:31 Kyung-Hee Bae (she/her): I can see the screen

01:05:42 Ken Chukwuba: I see it

01:06:20 Dr. John's OtterPilot: Hi, I'm an AI assistant helping Dr. John Sinclair take notes for this meeting. Follow along the transcript here: https://otter.ai/u/RYNZKo0G15TFAKLFSOUT8gyfyds?utm_source=va_chat_link_1 You'll also be able to see screenshots of key moments, add highlights, comments, or action items to anything being said, and get an automatic summary after the meeting.

01:08:37 Madi Hedges: Hi I'm Madi from ASU, writing tutor, just hoping to learn more!

01:08:48 Deirdre Vinyard: I'm the writing center director at Johns Hopkins. I have a background in ESL and ML writing

01:09:14 Rebecca Taylor: Hi all! I'm a PhD student at the University of Washington. Nice to meet you all!

01:09:15 Catherine Ratliff (she/her): Hello, everyone! I'm Catherine from CSU. My work overlaps composition, literature, and American studies.

01:09:28 Christina: Hi. I'm Christina from University of Georgia. I'm a writing consultant and assistant in writing intensive coursework.

01:09:28 Laura Hall: Hi all, I'm Laura Price Hall. Currently teaching first year composition at the University of Houston.

01:09:34 Tayyba Maya Kanwal: Tayyba from University of Houston - I teach creative writing 🙌

01:09:37 Genesee Carter (she/hers): Reacted to "Tayyba from Universi..." with ❤️

01:09:41 Genesee Carter (she/hers): Reacted to "Hi all, I'm Laura Pr..." with ❤️

01:09:43 Tayyba Maya Kanwal: Reacted to "Hi all, I'm Laura Pr..." with ❤️

01:09:46 Genesee Carter (she/hers): Hi Laura!

01:10:21 Kate Weber Pierce College she/her: I'm a Writing Center professional who specializes in working with multilingual writers at Pierce College in Washington.

01:10:46 Laura Hall: Reacted to "Hi Laura!" with ❤️

01:10:53 Yanni A: Hi, I'm Yanni. Currently a Graduate Teaching Assistant here at CSU teaching FYC.

01:12:16 Dr. Wonderful: I am Dr. Wonderful. I am the Director of the Richard Wright Writing Center for Writing, Rhetoric, and Research at Jackson State University in Mississippi and I am currently researching antiracist assessment as it relates to linguistic justiceTayyba Maya Kanwal 10:07 AM

01:15:53 Dawn An: I attended a town hall meeting at my college where the findings from a DEI survey were discussed. The presenters stated that they will be forming focus groups to dive into specific issues in November and December 2023. By the end of Spring 2024, they will form a DEI plan for implementation.

01:16:34 Deirdre Vinyard: I wrote a statement of linguistic justice for our writing center website and our fyw program added a linguistic justice LO in its new LOs.

- 01:17:16 Erin Goldin (she/her): My writing consultants are in the process of writing a linguistic justice statement--and we're having lots of conversations about what enacting this looks like in our tutoring sessions.
- 01:18:25 Dr. John's OtterPilot: Hi, I'm an AI assistant helping Dr. John Sinclair take notes for this meeting. Follow along the transcript here: https://otter.ai/u/RYNZKo0G15TFAKLFSOUT8gyfyds?utm_source=va_chat_link_2 You'll also be able to see screenshots of key moments, add highlights, comments, or action items to anything being said, and get an automatic summary after the meeting.
- 01:19:28 Madi Hedges: We're doing something similar to Erin! The tutors are trying to learn more and implement linguistic justice into more of our tutoring practices. It's a little difficult since we're just undergrad students and at a small ASU campus (polytechnic) but we're working on it! We are working with the Tempe campus to get more learning and perspectives
- 01:19:29 Genesea Carter (she/hers): <https://upcolorado.com/utah-state-university-press/item/4102-the-hidden-inequities-in-labor-based-contract-grading>
- 01:20:06 Stephanie Foster: Stephanie.foster@colostate.edu
- 01:21:07 Mike Palmquist (he, him): Asao Inoue has written a new book that expands on the idea of labor-based grading in ways that take into account Ellen's critique (and those of other folks as well). It will be released on the WAC Clearinghouse by the end of this year.
- 01:21:25 Kelly Bradbury (she, her): Reacted to "Asao Inoue has writt..." with 👍
- 01:21:32 tara.wood: Reacted to "Asao Inoue has writt..." with ❤️
- 01:21:45 Laura Hall: Reacted to "https://upcolorado.c..." with 👍
- 01:21:51 Laura Hall: Reacted to "Asao Inoue has writt..." with 👍
- 01:22:30 Emma Catherine Perry (she/they): Reacted to "Asao Inoue has writt..." with !
- 01:30:54 Genesea Carter (she/hers): Shawna Shapiro's book: <https://www.routledge.com/Cultivating-Critical-Language-Awareness-in-the-Writing-Classroom/Shapiro/p/book/9780367767402>
- 01:31:01 Laura Hall: I have to leave early for a student conference, but I look forward to watching the recording for the rest of the conversation here. Thank you all for facilitating this workshop and making the recording available!
- 01:38:35 Dawn An: What do you mean by comparative journaling?
- 01:51:49 Anthony: I have a question: how can we help students see the difference between language preferences (social construct) versus gramatical possibility (linguistic construct)?
- 01:51:50 Dawn An: As a professional writing tutor, I notice that some professors just sent their students to work with me because of their perceptions that these students are not writing in the correct style. One professor was able to understand the content perfectly but still sent the student to "tighten up" the syntax and diction. That puts me in a difficult situation. How should I help these students to feel empower?

- 01:52:34 Rachel Jasiczek - NCC: Hello. I teach writing courses at CT State Community College in Connecticut and serve as our WAC Program Chair. Last semester, I made the topic of my students' synthesis essay linguistic diversity and linguistic justice. Students have really enjoyed the reading assignments and finding their own sources. Most have been intrigued by why we call certain English varieties "broken" and the implications of that, and others have been engaged in exploring why code-switching exists and how to challenge (or embrace) that practice. It's been going very well as a unit in my course.
- 01:52:55 Madi Hedges: The ASU polytechnic tutors are definitely learning about linguistic justice through reading different ideas/articles/etc. but I think finding ways to actually implement this would be a good step. Maybe allowing a little extra credit to students who write a creative writing paragraph in any style they choose might be cool
- 01:53:03 Emma Catherine Perry (she/they): I'm curious: is anyone keeping a list of academic journals (across disciplines) that are open to linguistically diverse submissions or that value linguistic justice (either explicitly or implicitly through their publications)? This would be a great resource for the graduate students and faculty members who visit our writing center, and it could also be a great way to support our end of the conversation advocating for LJ across campus! Working on something like this has been on my to-do list for ages (And joining this presentation today has reminded and re-motivated me to start that...)
- 01:53:24 Kate Weber Writing Center she/her: Reacted to "I'm curious: is anyo..." with 👍
- 01:54:38 Genesea Carter (she/hers): Dawn, I would approach it as talking to the student about audience expectations and the ways in which their audience (their professor) has particular expectations. Audiences will have similar or different expectations and students should make (or feel empowered to make) choices based on their audience's expectations.
- 01:54:49 Kelly Bradbury (she, her): Replying to "I'm curious: is anyo..."
I'm not aware of a current list, Emma, but that sounds like it would be a really useful resource!
- 01:54:51 Rebecca Taylor: Hi all! I'm curious is anyone sees any overlap between yesterday's session on multimodality and the goals of linguistic justice that we've been thinking about today
- 01:55:06 Kyung-Hee Bae (she/her): I have a meeting soon and need to leave, but thank you so much for the discussion.
- 01:55:13 Genesea Carter (she/hers): Reacted to "Hello. I teach writi..." with ❤️
- 01:55:58 Kelly Bradbury (she, her): Reacted to "Hello. I teach writi..." with ❤️
- 01:55:59 Dr. John's OtterPilot: Add last minute items before the meeting ends:
https://otter.ai/u/RYNZKo0G15TFAKLFSOUT8gyfyds?utm_source=va_chat_link_3
- 01:56:06 Kelly Bradbury (she, her): Replying to "Hello. I teach writi..."
I appreciate you sharing this, Rachel!
- 01:56:17 Rachel Jasiczek - NCC: Reacted to "I appreciate you sha..." with 👍
- 01:57:09 Kelly Bradbury (she, her): Reacted to "The ASU polytechnic ..." with ❤️

- 01:57:14 Genesea Carter (she/hers): Madi, that's a good idea: I also think students should be given choice about audience and genre, too ... and if faculty include reflection with the major writing assignment, then there can be space created for students to write about their ideas, their choices, and their reasons—in their own ways of writing.
- 01:57:54 Genesea Carter (she/hers): Replying to "I'm curious: is anyo..."
I know Writers: Craft & Context is doing this work.
<https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&ved=2ahUKEwiZzI6w77SCAxXbIDQIHUM9C7wQFnoECAUQAQ&url=https%3A%2F%2Fjournals.shareok.org%2Fwritersccjournal&usg=AOvVaw31nk95vsCRleW4AK8GJ0Sx&opi=89978449>
- 01:58:25 Erin Goldin (she/her): I think Dawn's question (and Madi's from earlier in the session) are super important and not always easy to answer in day-to-day practice. And having program-wide or campus-wide policies around language/linguistic justice would be a game changer for those of us who work in "liminal" spaces between the students and faculty.
- 01:58:50 Genesea Carter (she/hers): Replying to "I'm curious: is anyo..."
Also, we have a research assignment where students write to the Journal of Undergraduate Research (an open access journal here at CSU), which allows different genres and writing styles. <http://www.jurpress.org>
- 01:59:27 Dawn An: Thank you so much Erin.
- 01:59:58 Genesea Carter (she/hers): Replying to "Hi all! I'm curious ..."
Yes! Encouraging students to pick their own modalities is a great way to support their literacies and knowledge.
- 02:00:22 Genesea Carter (she/hers): <https://upcolorado.com/utah-state-university-press/item/3596-radical-writing-center-praxis>
- 02:00:32 Anthony: Have to get going, but thank you, everyone! See you all throughout the week!
- 02:03:02 Emma Catherine Perry (she/they): Replying to "I'm curious: is anyo..."
Fantastic! Thanks, Genesea!
- 02:03:23 Madi Hedges: Thank you everyone :)
- 02:03:54 Emma Catherine Perry (she/they): Thank you everyone for this conversation this morning!
- 02:03:57 Lydia Page: Thanks so much!!
- 02:04:07 Catherine Ratliff (she/her): Thank you for these insights and ideas!
- 02:04:09 Emily Forcier: Thank you!