

Introduction

I am happy to report that the CCCDP has supported my continual endeavor to review existing course content for opportunities to advance perspectives on racial and social justice.

In the following sections, I explain changes made to the content of my ENGL110C courses, describe resources added, and include an Appendix section with the updated syllabus and assignment sheets.

Changes Made in the Course Content

I have curated resources and created materials for my ENGL110C courses which center and celebrate Black Language. I have revised course work to feature content affirming that Black Lives Matter. Furthermore, I have significantly developed my approach to anti-racist grading practices in formulating new approach to grading contracts.

Changes Made to Assignment Sheets

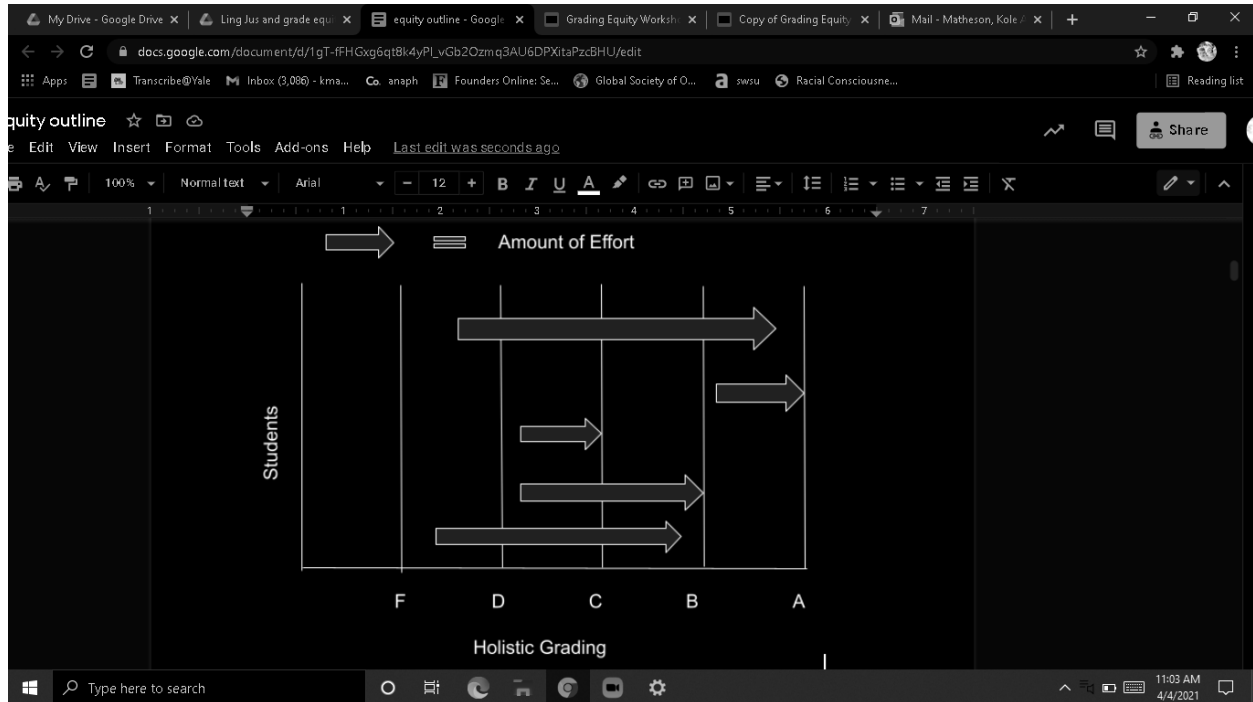
As was stated in my proposal, my English Composition (ENGL 110C) courses are designed according to a theme inspired by English Studies. Students in my classes study composition according to the seven different emphases of English Studies offered at ODU. These emphases are Professional Writing, Rhetorical Studies, Literary Studies, Creative Writing, Journalism, English Education, and Linguistics.

To center Black Language in each of the aforementioned emphases, I have developed new assignment sheets that encourage students to explore learning experiences that make explicit connections between these disciplines and various elements of Black culture. In my ENGL110C courses, all assignments may be approached in a way that affirms that Black Lives Matter. All assignment sheets were redesigned to include a Black Lives Matter image from the creative commons. In addition, each assignment sheet contains two new options for writing that might explore or deploy Black Language. As such, all students in my ENGL110C courses are now able to demonstrate assignment expectations in any of the aforementioned emphases while focusing on some aspect of Black Language or the Black Lives Matter movement at large. Importantly, in each of these assignment sheets, students are explicitly told that code-switching is not mandatory in the course, as per April Baker-Bell's Demand for Black Linguistic Justice. (See appendix for updated assignment sheets).

Changes Made to Grading Contracts

Including culturally competent assignment options in my ENGL110C courses was an important start; however, I also utilized the support of this grant to explore more equitable strategies for grading student writing.

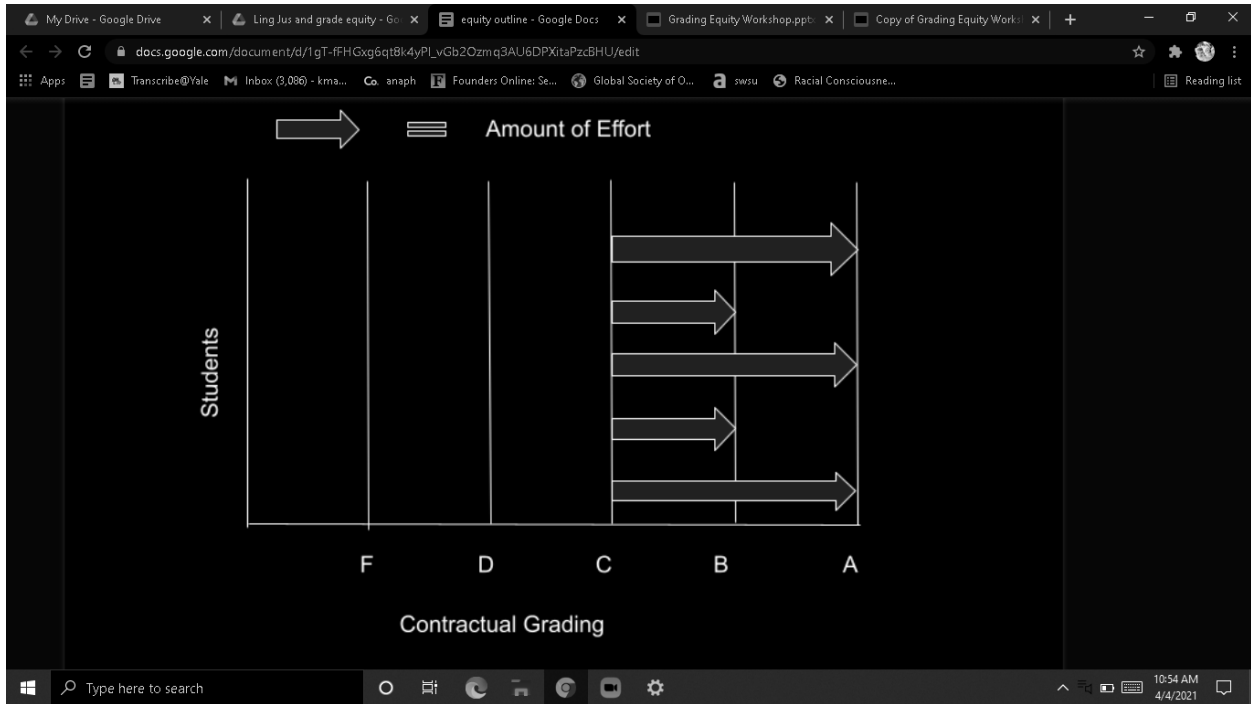
I created the graphic (below) to illustrate how I tend to view traditional grading practices.



Notice the arrow at the top in which a student has demonstrated a high amount of effort. We might understand this student as arriving in our classrooms with knowledge and lived experience which the academy has not traditionally view as culturally compatible. They must traverse more cultural ground, as it were, to reach A territory. The second student from the top by contrast might be said to have had much experience in privileged contexts. This student need not exert the same amount of effort as the former student to earn that A. This student's linguistic background and educational experiences already reflect the habits of writing and learning that are oftentimes privileged by the academy. In short, in the traditional assessment of writing, there is an issue of inequity that must be addressed by the field.

An emergent practice among teachers of composition is the implementation of labor-based grading contracts. A scholar of composition and anti-racism, Asao B. Inoue was the keynote speaker at ODU's Annual Conference on the Teaching of Writing in 2020. In his keynote speech, he argued that our own implicit biases and subjectivity inhibit our ability to objectively grade student writing. Put another way, our implicit biases can sometimes manifest as Anti-Black Linguistic Racism, especially in grading practices.

To combat implicit bias, Inoue advocates for quantifying the writing labor a student demonstrates, correlating that labor with a grade. As all students are assessed based on the amount of labor they demonstrate, white students and their linguistic practices are no longer privileged in essay writing, at least in terms of how their grades are impacted by teacher evaluation.

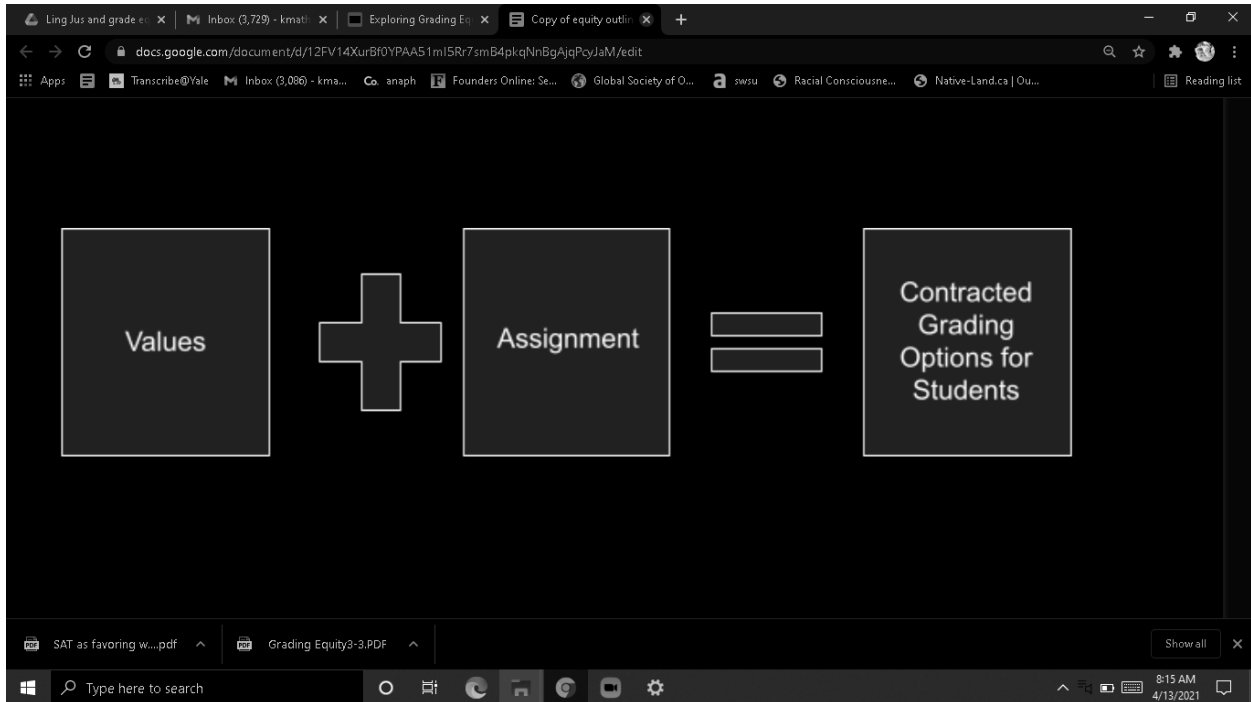


By contrast, this additional graphic (above) offers a comparable illustration of how contracted grades are earned. For example, all students are guaranteed a C in the course for demonstrating the minimum amount of effort. Additional effort is required however to earn an A and is available to all students, regardless of their cultural background.

As mentioned, I have utilized the support of this grant to develop my approach to labor-based grading contracts. Prior to this grant’s support, the predominant way I quantify student labor was based on word count. Now, Include a variety of labor-based options for students to select from, so they are able to determine various ways their work might be graded.

To develop my grading contracts, I first considered how to best maintain course rigor. Arguably, a course is rigorous if students are challenged to meet disciplinary values. Still, how can a student’s meeting assignment expectations and disciplinary values be quantified in a grade contract? I asked myself, how can I name and quantify the values of English Composition? How can I quantify how students demonstrate these values?

Below, I offer a graphic that illustrates the interconnectedness of my values, assignments, and how they relate to my developing grading practices.



Next, I considered four major values of ENGL110C, which are rhetorical knowledge, information literacy, writing as a process, and knowledge of conventions.

Accordingly, I created quantifiable goals for each of the aforementioned values, which translate into assignment expectations and ultimately my own grading practices. I hope the sequencing of values to grades creates a more transparent and equitable assessment practice. A listing of these quantifiable gradable value, which students may now select from, is provided below.

For example, students are given various options as to how they might demonstrate rhetorical knowledge, which include.

1. Write a minimum number of words total.
2. Create a multimodal element to the assignment, in which students might create a graphic organizer, hand-drawn illustration, video or image/meme which interprets or supports the Resource.
3. Develop clear transitions between all sections of the resource.
4. Draft an introduction and conclusion for the Resource.
5. Embed at least one link to an outside resource, perhaps of their own writing.

To demonstrate values of information literacy, Students might

1. Find a reputable resource on the web to support their position.
2. Find a source from the library website to support the content of the Resource project.
3. Triangulate the genres of sources they find (e.g. scholarly articles, websites, popular magazines).

4. Find a source online of questionable integrity. Practice a critical reading of this source for its academic merit. What about this source is misleading or erroneous.

To demonstrate writing as a process, students might

1. Book a conference with the instructor or attend office hours for help getting started. Write about this experience.
2. Book a conference with the instructor or attend office hours for feedback on a draft. Write about this experience.
3. Get someone you know to read your writing and provide you feedback. Write about this experience.
4. Revise an assignment for an improved grade.

To demonstrate conventions for grammar and citation style, students might

1. Format the resource and any citations to MLA documentation conventions.
2. Write about a grammatical construction about which you've received feedback this semester.
3. Intentionally break grammatical rules for rhetorical effect.
4. Demonstrate competency in a language other than SAE.
5. Demonstrate competency in SAE.
6. Explore the citation style of your major.

Not all assignments can capture all of the values I have listed. In fact, I present students with a collection that is idiosyncratic to the assignment they are working on. Regardless of the assignment, however, I present labor goals to students which are tangible and measurable, from the students' perspective. These goals might be selected, or rejected, by students. In short, this assessment method progressively approaches anti-racist grading practice.

Resources Added

Just as I developed new assignment sheets and grade contracts, I utilized the support of this grant to discover more scholars and writers who utilize Black Language in their publications. I also worked to discover more works of composition to discuss Black Language.

Organized according to the seven emphases of English Studies offered at ODU, the list below includes author names, article titles, and active links to scholars and writers who enhance the required readings of ENGL110C. Furthermore, these readings supplement the aforementioned assignment sheets which center Black Language by providing further models, context, and vocabulary on a variety of disciplinary subjects.

Resources in English Education

April Baker-Bell, *Linguistic Justice*,

https://odu-primo.hosted.exlibrisgroup.com/permalink/f/igtoi0/01ODU_ALMA513779794200031
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Linguistic Society of America, What is Ebonics?

<https://www.linguisticsociety.org/content/what-ebonics-african-american-english>

Resources in Professional Writing

Vershawn Ashanti Young, Should Writers Use They Own English?

https://drive.google.com/file/u/1/d/0B95A8ZKdimhqN1B1eVIMSldQNXM/view?usp=drive_open

Anandi Mishra, Why Do I Write in My Colonizers' Language?

<https://electricliterature.com/why-do-i-write-in-my-colonizers-language/>

Resources in Rhetorical Studies

Frederick Douglas, Oration in Memory of Abraham Lincoln

https://drive.google.com/file/d/1-lr7oVvN5qajP32YoHVGv-AfK733Ye5_/view?usp=sharing

Fred Hampton, Political Prisoner

<https://www.youtube.com/watch?v=Wy1gveC3GVs>

C-SPAN, President Obama's Anger Translator

<https://www.youtube.com/watch?v=HkAK9QRe4ds>

Resources in Literary Studies

Arriel Vinson, **Black Language Shouldn't Have to Be Muted for White Readers**

<https://electricliterature.com/black-language-shouldnt-have-to-be-muted-for-white-readers/>

Toni Morrison, Playing in the Dark

<https://www.youtube.com/watch?v=XZoRIkdoDIQ&list=PLGKB8BQAIWwwFacPbcnPHAL4Z1Sh0HO5b>

Resources in Creative Writing

Marlon Riggs, Black Is, Black Ain't

<https://www.youtube.com/watch?v=XZoRIkdoDIQ&list=PLGKB8BQAIWwwFacPbcnPHAL4Z1Sh0HO5b>

Octavia Butler, *Wild Seed*

<https://drive.google.com/file/d/1OdSrCBOpnDJEkf44JDsYfmkO09M4Ghc6/view?usp=sharing>

Harriet Jacobs, Incidents in the Life of a Slave Girl

<https://docsouth.unc.edu/fpn/jacobs/jacobs.html>

Jamila Lyiscott, 3 Ways to speak English

https://www.ted.com/talks/jamila_lyiscott_3_ways_to_speak_english?language=en

Steven Willis, Ebonics 101

<https://www.youtube.com/watch?v=CB8pBiUavtg>

Resources in Journalism

Michael Harriot, #NotRacists Be Like

<https://www.theroot.com/notracists-be-like-the-top-10-phrases-used-by-peop-1819142064>

Chi Luu, Black English Matters

<https://daily.jstor.org/black-english-matters/>

Resources in Linguistics

Rickford and Rickford, *Spoken Soul: The Story of Black English*

https://odu-primo.hosted.exlibrisgroup.com/permalink/f/igtoi0/01ODU_ALMA21235508980003186

Vershawn Ashanti Young, The Problem with Linguistic Double Consciousness

https://drive.google.com/file/d/10KApciuW4eq_VTIz4Hbw5MGZ21J7x--A/view?usp=sharing

April Baker-Bell, **This is a DEMAND for Black Linguistic Justice!**

<https://cccc.ncte.org/cccc/demand-for-black-linguistic-justice>

Walt Wolfram, The Grammar of Urban African American Vernacular English

<https://drive.google.com/file/d/1yQ6LZPII8ul14ri5zoeRRoiWxsLVwD51/view?usp=sharing>

Conclusion

I greatly appreciate the opportunity to develop my curriculum and pedagogy in ways that affirm that Black Lives Matter. I look forward to continuing to implement these materials in the coming semesters in solidarity with the Office of Faculty Diversity and Retention. .

Appendix

The following appendix includes the syllabus and assignment sheets that were developed in executing the CCCDP. Specifically, a diversity statement was added which reflects both ODU's official statement on diversity and April Baker-Bell's argument in support of Black Language from her book *Linguistic Justice*. In the tentative schedule, new content was developed for each emphasis to include new assignments and class discussions on the aforementioned readings from each emphasis of English Studies. .

Note: The changes to the syllabus are highlighted in red text.

Syllabus:
ENGLISH COMPOSITION I
(ENGL110C)

Instructor: Kole Matheson

Office Hours: W 12-2

Zoom Meeting ID: 693 963 1094

Invite Link: <https://odu.zoom.us/j/6939631094>

Email: kmatheso@odu.edu

Gmail: kmath009@odu.edu

Additional Instructor Information: [CV](#), [Faculty Website](#), [Teaching Philosophy](#)

Prerequisite: Writing Sample Placement Test with assignment to English 110C

Required Text: Various readings as PDF files and/or internet links posted for printing or distributed as digital handouts, available via the course schedule and Blackboard.

Materials: ODU MIDAS account, Google folder, and reliable daily Internet access

Course Description: *ENGL 110C. English Composition. 3 Credits. The principal objective of the course is to prepare students to be effective writers of the kinds of compositions they will be called on to produce during their college careers. By the end of the course, students should be more mature in their understanding and use of language, should develop efficient writing processes, and should know and demonstrate the qualities of effective composition in a given rhetorical situation and should be able to demonstrate those qualities in their own writing. Prerequisites: A passing grade on the Writing Sample Placement Test.

Diversity Statement for English Composition

As ODU's official statement on diversity reads, in this class "inclusiveness is intuitive." Furthermore, this class "will create an educational setting that affirms the individual identity and intersectionality of our Monarch community," especially as it relates to combating Anti-Black Linguistic Racism. We will develop vocabulary on English Composition as it relates to linguistic justice with an understanding that labels and disciplinary perspectives are historical consequences of the power of certain cultures over others. Questioning these labels and perspectives might lead to some discomfort. Still, our personal stance on Black language and other linguistic varieties is affirmative and supportive. All languages are linguistically valid and equal. Furthermore, we recognize the agency of BIPOC students in making their own linguistic choices. These stances will be reflected in our pedagogies and assessment practices of this course. Finally, we seek to organize around these perspectives of Linguistic Justice to dismantle Anti-Black Linguistic Racism.

Written Communication: Student Learning Outcomes

In accordance with the WPA Outcomes statement, students successfully completing English 110C with a C or above will:

1. Develop rhetorical knowledge by:
 - Analyzing and composing several genres, such as comparison, analysis and persuasion, to understand how genre conventions shape readers' and writers' practices and purposes,
 - Practicing purposeful shifts in structure, content, diction, tone, formality, design, and/or medium in accordance with the rhetorical situation.

2. Develop critical thinking, reading, and information literacy skills by:
 - Composing and reading for inquiry, learning, critical thinking, and communicating,
 - Using outside materials in their own writing through techniques such as interpretation, synthesis, response, critique, and design/redesign,
 - Incorporating outside materials through quotations, paraphrase, and summary.

3. Develop effective strategies for drafting texts by:
 - Working through multiple drafts of a project and recognizing the role of reflecting, revising, and editing in the process,
 - Engaging in the collaborative and social aspects of writing processes, such as learning to give and to act on productive feedback to works in progress, both by and with peers and in one-on-one instructor conferences,
 - Critically reflecting on how they may further develop and apply writing skills in the future.

4. Develop knowledge of conventions by:
 - Demonstrating competency in grammar, punctuation, and spelling,
 - Practicing genre conventions for structure, paragraphing, tone and mechanics,
 - Understanding the concepts of intellectual property that motivate documentation conventions through application of citation style.

Assignments: Students must submit all essays and an electronic portfolio in Google Docs/Google Site during the course of the semester. Technological tutorial will be provided. Students should maintain backup copies of all work. As the course is paperless, no printing is required.

Readings: Selections will be posted to the course schedule and portfolio as PDFs or as links to websites; others may be distributed via e-mail. **You should bring your readings to class on those days that readings are assigned, having carefully read the assigned selections.** You should be prepared to contribute to classroom discussions and small group activities that address the readings.

Informal writing: Students are required to write a minimum of 5000 words (approximately 20 typed pages) over the course of the semester. Up to 1500 of the 5000 word requirement may come from log or journal entries, preliminary writing, and in-class work.

Formal Papers: One in-class paper (of at least 500 words) is required and will be completed as the mid-term exam.

Three formal papers (writing that results from invention, drafting, response, revision, and editing) are required.

Final Exam: A final examination is required. There may be also be a mid-term if the instructor wishes, but any test in this course should focus on composition. The final, which should be comprehensive, may count between 10 and 25% of the total grade, but no more. As noted below, instructors may use the reflective introduction to the writing portfolio as a final exam. Instructors must use the final exam period constructively, in accordance with university policy.

Portfolio: A writing portfolio is required. Students must electronically save all written work. Towards the end of the semester, instructors will direct students to collect and submit *representative writing that demonstrates all written communication learning outcomes for ENGL 110*. These artifacts will be submitted along with a reflective essay, which altogether constitute the student's writing portfolio. The reflective essay may be written as the final exam for 110. Students will submit their portfolios to folders on Google Drive for evaluation. Instructors will share access to this drive with the director of composition (Jenn Sloggie-Pierce: jsloggie@odu.edu) at the end of the term.

Conferences: At least twice this semester, you will be required to meet with your instructor for an individual conference meeting. If you fail to come to a scheduled conference meeting, you will be marked as absent. Though you may choose to reschedule the meeting, you will not be able to redeem credit.

Assessment and Evaluation:

Essays in English Studies that Explore why Black Lives Matter	40%	Three essays based on English Studies. One of these essays may be multimodal. 1500 minimum words total.
Reading Responses	20%	Written responses to assigned readings and topics. 150-250 words per entry.
Writing Forum Posts	20%	Public forum responses to assigned writing prompts. 100-250 words per entry.
Midterm Exam	10%	500-word timed essay
Final Exam	20%	Reflective essay based on the course's Standardized Learning Outcomes. 1000-200 words total.
Final Portfolio	Potential for letter grade replacement.	Mandatory to all students, the final portfolio is a Google folder that should contain all writing assignments from the semester.

Total	100%	
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Policies and Procedures:

Mandatory Attendance Policy:

Missing class meetings and conferences will negatively affect the quality of the work students produce. A great deal of 110 and 211/221/231 is given to activities requiring student interaction (discussion, peer review, conferences). Therefore, English 110 and 211/221/231 have a mandatory attendance policy: students should miss no more than one week of class time (3 contact hours) without penalty. Students who are absent for more two weeks of class time (6 classes for MWF sections, 4 classes for T/R sections, and 2 classes for sections meeting once a week), will receive an F for the course. In accordance with University Policy reasonable provisions should be made by the instructor for documented representation at University sponsored athletic or academic functions, mandatory military training and documented illness. The granting of provisions for other documented absences is left to the discretion of the faculty member. Missed conferences may be counted as absences.

Tardiness: Students are expected to arrive on time. In the case of late arrival, students should enter the class without disruption, see the instructor after class to make sure attendance is notated, and obtain notes and other information from a classmate or from the instructor outside of class time. Graded activities missed due to tardiness cannot be made up. A tardy counts as half an absence.

Late Policy: Late work will be received **only** if the student informs the instructor before the due date of unusual circumstances that caused the delay. **If** an extension is granted a letter grade may be taken off for each day the paper is late. Late work due to a documented emergency will be received without penalty within a reasonable time frame. (Regardless, all essays must be turned in in order to pass the course.)

Plagiarism: Writers who use the words or ideas of others are obligated to give credit through proper acknowledgment and documentation. Failure to give credit is plagiarism, a violation of the ODU Honor Code that almost certainly will lead to failing the course and could lead to expulsion from ODU. If the quality of your in-class and out-of class writing varies dramatically, the instructor has the right to ask you to write under supervision. If you have questions about how and when to acknowledge sources, please refer to your textbooks or see the instructor for advice.

What is plagiarism? The ODU Catalog defines plagiarism as follows: “A student will have committed plagiarism if he or she reproduces someone else’s work without acknowledging its source; or if a source is cited which the student has not cited or used. Examples of plagiarism include: submitting a research paper obtained from a commercial research service, the Internet, or from another student as if it were original work; making simple changes to borrowed materials while leaving the organization, content, or phraseology intact; or copying material from a source, supplying proper documentation, but leaving out quotation marks. Plagiarism also occurs in a

group project if one or more of the members of the group does none of the group's work and participates in none of the group's activities, but attempts to take credit for the work of the group.”

Statement on Educational Accessibility for Students with Disabilities

Old Dominion University is committed to ensuring equal access to all qualified students with disabilities in accordance with the Americans with Disabilities Act. The Office of Educational Accessibility (OEA) is the campus office that works with students who have disabilities to provide and/or arrange reasonable accommodations.

If you experience a disability which will impact your ability to access any aspect of my class, please present me with an accommodation letter from OEA so that we can work together to ensure that appropriate accommodations are available to you.

If you feel that you will experience barriers to your ability to learn and/or testing in my class but do not have an accommodation letter, please consider scheduling an appointment with OEA to determine if academic accommodations are necessary.

The Office of Educational Accessibility is located at 1021 Student Success Center and their phone number is (757)683-4655. Additional information is available at the OEA website: <http://www.odu.edu/educationalaccessibility/>”

Writing Sample Placement Test (WSPT):

ALL students, both beginning and transfer students, are required to successfully complete the WSPT before being admitted to English 110C. Instructors should explain to students that if they have not taken and passed the WSPT, they will be administratively dropped from English 110C and will not receive credit for the course. Students may contact the Student Success Center at: 757-683-3699 to register.

The Writing Center

The Old Dominion University Writing Center offers free appointments and walk-in writing consultations to all currently-enrolled students on campus. Students may seek help with their writing projects for a variety of courses and meet with a consultant to discuss anything from brainstorming to learning how to proofread their own work.

The WC offers supplemental instruction to help students improve their writing strategies. We offer writing consulting sessions that assist students in learning to proofread their own work, in getting projects started, and in developing the writing process for a paper.

Appointments are approximately 45-minutes (shorter for walk-ins after 20 minutes past the top of the hour). WC graduate student consultants work with individual students or groups. Most tutoring sessions are by appointment; walk-in appointments are provided when tutors are not in a scheduled session. For distance students, we use WCOOnline.

The WC is open M-F; to make an appointment call 757.683.4013 during open hours or book an appointment online at odu.mywconline.com.

[Click here to access writing help documents](#) created by the ODU Writing Center.

To get the most out of your Writing Center session, please

- Start early. Students who visit us early in the writing process typically do better than those who wait. Appointments are often booked several days in advance.
- Come prepared. Whenever possible, bring a description of your assignment from your professor as well as the readings for your class. Bring a list of specific questions.
- Work with our Consultants during your appointment and take notes. Aim to come away from your session having skills to become a better writer.

Please see our FAQs for further information and [watch this 5-minute introductory video](#).

Library Instruction:

Subject specialist librarians are available to meet with classes for instruction in the effective use of information resources. Instructors wishing to arrange instruction for their writing and research courses should complete the request form at: <http://www.odu.edu/library/help>, giving a minimum of 2 weeks' notice. Call Megan Smith at 757-683-4182 for further information. Reference librarians welcome the opportunity to work with faculty on integrating information literacy into their courses.

Hybrid and Online Learning

This course may have to modify its in-person instruction based on guidance from ODU and the Virginia Department of Health. It may entail moving to an online format if COVID-19 infections require such a move. Students should pay close attention to class announcements on Blackboard for changes to course delivery.

Face Coverings

Students are required to wear face coverings in accordance with the provisions set forth in ODU Policy 1006: COVID-19 (Interim Policy), especially in those instances when at least six (6) feet of physical separation cannot be maintained. Some on-campus labs, clinical/practicum courses, and field courses may require somewhat closer interaction, but personal protective equipment (PPE) will be required and tailored to the nature of the activity and the proximity anticipated. The face covering must cover the mouth and nose and must be worn at all times in the building before, during, and after class. Students who have medical reasons that prevent wearing a face covering must meet with the University's Office of Educational Accessibility for alternative course delivery solutions. Students who are disruptive in class about face coverings or physical social distancing may not remain in class and will be referred to the Office of Student Conduct & Academic Integrity.

COVID-19 Response

If you are experiencing any symptoms of a possible COVID-19 infection or have come into contact with someone with COVID-19, please do not come to class. In addition, you **must** report your symptoms using the COVID-19 daily check-in text app. If you show symptoms, immediately self-isolate and follow appropriate guidance on when and where to seek medical care. Take every precaution to mitigate potential spread to fellow students, ODU faculty, staff, and others in the community.

If you need to quarantine or isolate, please inform your instructor so that he or she can adjust assignments and provide the level of support necessary to help you succeed in class. Your professor will make accommodations to help you learn the course material and succeed in the class if you are unable to attend due to Covid-19. If necessary, your instructor will suspend in-person classes for a 14-day period to reduce the possibility of community spread. If the instructor shows signs of COVID-19 infection and needs to quarantine or isolate, class will be immediately moved online for a minimum of 14 days. Instruction will continue online until the quarantine/isolation period has ended and/or conditions warrant a return to in-person instruction.

Your best action, as a Monarch, is to protect your peers! If in doubt, immediately isolate and report symptoms of COVID-19.

Tentative Schedule

Week 1

[This Week's Lecture Slides](#)

What to know this week:

- Course Overview: [Google Drive and Blackboard](#)
 - Workshop: [Introduction to the Course's Diversity Statement](#)

What's DUE Sunday? See lecture slides for more details.

- Reading Response
- Writing Forum Post

Week 2

[This Week's Lecture Slides](#)

What to know this week:

- Emphasis focus on English Education
 - Workshop: [Black Lives Matter in English Education](#). In this unit, we will explore readings and learning experiences that interrogate Anti-Black Linguistic Racism in schools.

What's DUE Sunday? See lecture slides for more details.

- Reading Response
- Writing Forum Post

Week 3

[This Week's Lecture Slides](#)

What to know this week:

- **Emphasis focus on Professional Writing**
 - **Workshop: Black Lives Matter in Professional Writing.** In this unit, we will explore readings and learning experiences that feature examples of Black Language in academic and professional contexts.

What's DUE Sunday? See lecture slides for more details.

- Reading Response
- Writing Forum Post

Week 4

[This Week's Lecture Slides](#)

What to know this week:

- **Essay #1 is due.** Choose either between English Education or Professional Writing. Your essay should be on a topic from either of these fields of English Studies. You may use class readings and participation activities as starting points for writing.
 - **See Assignment Sheets for More Information**

What's DUE Sunday? See lecture slides for more details.

- Essay #1

Week 5

[This Week's Lecture Slides](#)

What to know this week:

- **Emphasis focus on Rhetorical Studies**
 - **Workshop: Black Lives Matter in Rhetorical Studies.** In this unit, we will explore readings and learning experiences that demonstrate the rhetorical effectiveness of Black Language in writing and oratory.

What's DUE Sunday? See lecture slides for more details.

- Reading Response
- Writing Forum Post

Week 6

[This Week's Lecture Slides](#)

What to know this week:

- Emphasis focus on Literary Studies
 - Workshop: Black Lives Matter in Literary Studies. In this unit, we will explore Black Language in Literary Studies to include readings and learning experiences that analyze literary works by and for authors of color.

What's DUE Sunday? See lecture slides for more details.

- Reading Response
- Writing Forum Post

Week 7

[This Week's Lecture Slides](#)

What to know this week:

- Emphasis focus on Creative Writing
 - Workshop: Black Lives Matter in Creative Writing. In this unit, we will explore Black Language in Creative Writing to include readings and learning experiences that model Black literary accomplishments. Importantly, authors will be chosen that portray Black characters in affirming roles of leadership, agency, and resistance to oppression.

What's DUE Sunday? See lecture slides for more details.

- Reading Response
- Writing Forum Post

Week 8

[This Week's Lecture Slides](#)

What to know this week:

- Essay #2 is due. You now can choose between Rhetorical Studies, Literary Studies, or Creative Writing, or the remaining emphasis from previous weeks. For example, if you wrote an Opportunity Proposal for Essay #1, you may now choose among Rhetorical Studies, Literary Studies, Creative Writing, or Journalism for Essay #2. Essay #2 should be on a topic from one of the remaining fields of English Studies. You may use class readings and participation activities as starting points for writing.
 - See Assignment Sheets for More Information.

What's DUE Sunday? See lecture slides for more details.

- Essay #2

Week 9

[This Week's Lecture Slides](#)

What to know this week:

- Your Midterm Exam is due Sunday. It is a times essay exam and should be written within the designated time frame. Students will receive an invitation to a Google doc where they are to compose their Midterm Exams. The Midterm Exam topic will be revealed when students receive the invitation to the Google doc composing space.
 - [See Assignment Sheets for More Information.](#)

What's DUE Sunday? See lecture slides for more details.

- Midterm Exam

Week 10

[This Week's Lecture Slides](#)

What to know this week:

- [Emphasis focus on Journalism](#)
 - [Workshop: Black Lives Matter in Journalism.](#) In this unit, we will explore Black Language in Journalism to include readings and learning experiences that feature examples of Black Language in journalistic reports and feature stories.

What's DUE Sunday? See lecture slides for more details.

- Reading Response
- Writing Forum Post

Week 11

[This Week's Lecture Slides](#)

What to know this week:

- [Emphasis focus on Linguistics](#)
 - [Workshop: Black Lives Matter in Linguistics.](#) In this unit, we will explore Black Language in Linguistics to include readings and learning experiences that analyze and prove the linguistic validity of Black Language in terms of its grammatical forms and functions.

What's DUE Sunday? See lecture slides for more details.

- Reading Response
- Writing Forum Post

Week 12

[This Week's Lecture Slides](#)

What to know this week:

- Essay #3 is due. You now can choose between Journalism, Linguistics, and from the remaining emphasis from previous weeks. For example, you you wrote a Rhetorical Analysis for Essay #1 and a Literary Analysis for Essay #2 you may now choose among Technical/Professional Writing, Creative Writing, Journalism, or Linguistics for Essay #3. Essay #3 should be on a topic from one of the remaining fields of English Studies. You may use class readings and participation activities as starting points for writing.
 - [See Assignment Sheets for More Information.](#)

What's DUE Sunday? See lecture slides for more details.

- Essay #3

Week 13

[This Week's Lecture Slides](#)

COVID-19 has made for difficult circumstances this semester. For that reason, a make-up week is built into the schedule. Students are encouraged to make up missed assignments, as per the grading contract on late work, and to look ahead to upcoming assignments which are due.

Week 14

[This Week's Lecture Slides](#)

What to know this week:

- Final Exam
 - [See Assignment Sheets for More Information.](#)

What's DUE Sunday? See lecture slides for more details.

- Final Exam (Draft)

Week 15

[This Week's Lecture Slides](#)

What to know this week:

- Final Portfolio

What's DUE Sunday? See lecture slides for more details.

- Final Portfolio

English Education

Assignment Overview

In this course, all assignments may be approached in a way that affirms that Black Lives Matter. For this assignment, can you think of a way BLM might be understood in terms of **English Education**?



Assignment Option #1

Teachers are regularly required to compose statements on their teaching philosophy. Such a statement is a kind of manifesto that explains beliefs about teaching, goals for students, and methods for success. You might write such a statement about why you believe people should learn more about the Black Lives Matter movement. Where did the BLM movement come from? What is the mission of BLM?

Assignment Option #2

You might also conduct research on the history of Black Language (sometimes called African American English) and produce a report on the sources you find. What is Black Language? Where does it come from? Why is it important to preserve

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Professional Writing

Assignment Overview

In this course, all assignments may be approached in a way that affirms that Black Lives Matter. For this assignment, can you think of a way BLM might be understood in terms of **Professional Writing**?



Assignment Option #1

It is my hope that this intervention helps to contextualize and build confidence in the presence of Black Language in academic and other situations. As such, consider offering a response to Dr. April Baker-Bell's [Demand for Linguistic Justice](#). What is her Demand all about? What is your reaction to her demand?

Assignment Option #2

Analyze a professional document of your choice for its expression of language ideologies. You might consider our course syllabus or a syllabus from a past course you have taken. You might consider an institution's policy on language. How does the professional document you find affirm or challenge Black Language?

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Rhetorical Studies

Assignment Overview

In this course, all assignments may be approached in a way that affirms that Black Lives Matter. For this assignment, can you think of a way BLM might be understood in terms of **Rhetorical Studies**?



Assignment Option #1

Find a source that utilizes Black Language in some way. Explain how the source uses Black Language and to what effect. How is the source's use of Black Language rhetorically effective (or not)? How does this example of Black Language demonstrate the rhetorical appeals of Logos, Pathos, Ethos, Kairos, and/or Telos?

Assignment Option #2

Find a source that utilizes Black Language for cultural appropriation. Who is using Black Language and for what purpose? Who is the intended audience of the appropriated Black Language?

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Literary Studies

Assignment Overview

In this course, all assignments may be approached in a way that affirms that Black Lives Matter. For this assignment, can you think of a way BLM might be understood in terms of **Literary Studies**?



Assignment Option #1

Find a literary source that utilizes Black Language in some way. Explain how the source uses Black Language and to what effect. What is the literary effect of Black Language in the source? How does this creative work of Black Language demonstrate the literary devices such as story arc, character, setting, symbolism, or irony?

Assignment Option #2

Find a source that utilizes Black Language or portrays individuals of color in a limiting or stereotypical way. Why is this portrayal inaccurate? How do these characters reflect the dominant culture's perception of race? How does racism function within these characters and their behaviors?

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Creative Writing

Assignment Overview

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Assignment Option #1

Stories matter. Telling our stories is one way to affect change. Explore your story in creative writing. Try to capture something about your lived experience in a story arc. A story could be as simple as what you did yesterday afternoon or as complex as a challenge overcome. Black lived experiences are privileged in this class! Try to write an experience that you believe reflects any of the multidunal Black cultures that thrive in this country.

Assignment Option #2

Have you ever experienced racism? Have you ever witnessed bigotry? Why is the problem of racism so enduring in this country? What can we do about it? Draft a personal anti-racist manifesto that calls out the damaging affect racism continues to have on citizens of this country, damaging for both perpitrators and victums.

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Journalism

Assignment Overview

In this course, all assignments may be approached in a way that affirms that Black Lives Matter. For this assignment, can you think of a way BLM might be understood in terms of **Journalism**?



Assignment Option #1

Conduct an interview with a friend in your home language, whatever language that may be. Try to have a real conversation, using your real language. Consider a topic for the interview that relates to the Black Lives Matter movement or some other idea of solidarity.

Assignment Option #2

Report on an event or experience that you have witnessed. You might attend an event organized by individuals of the Black community. You might profile a BIPOC professional or artist you admire. Consider elevating a topic from Black culture in a feature story.

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Linguistics

Assignment Overview

In this course, all assignments may be approached in a way that affirms that Black Lives Matter. For this assignment, can you think of a way BLM might be understood in terms of **Linguistics**?



Assignment Option #1

Research a linguistic feature of Black Language. How would you describe this feature? What is its grammatical form and semantic function? Provide examples of this feature of Black Language, explaining what it is a linguistically systematized, valid, and communicative manifestation of language.

Assignment Option #2

Formulate an argument for the preservation of Black Language in this country. Why is Black Language important, and what can we do to ensure it is not eradicated from our linguistic repertoire? Why does Black Language matter? How can we ensure future generations continue to speak Black Language?

Note: On Language Choices

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Midterm Exam

Assignment Overview

In this course, all assignments may be approached in a way that affirms that Black Lives Matter. For this assignment, can you think of a way BLM might be understood in terms of **the Midterm Exam**?



Assignment Alternative

Despite the innovations of the Black Lives Matter movement, the general public is often unaware of the important knowledge we have covered in this class. Arguably, this lack of awareness prevents our discoveries from reaching their full potential or impact. With a specific audience of the community in mind, summarize or explain a concept from this course using language and communication features that reflect that community.

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Final Exam

Assignment Overview

In this course, all assignments may be approached in a way that affirms that Black Lives Matter. For this assignment, can you think of a way BLM might be understood in terms of **the Final Exam**?



Assignment Alternative

For your final exam, write a **Reflective Cover Letter** that explores the racial consciousness of this class. In this cover letter, assess the development of your racial consciousness based on the writing you have completed in this course. Your goal is to reflect on how and why your awareness of issues of race has developed through the processes in this course. The focus of this assignment will be on your self-evaluation and reflection as a writer, learner, and anti-racist citizen.

Your Reflective Cover Letter is a source-based writing. The research you are conducting, however, is on your own writing and progress. Consider addressing a spectrum of classroom activities as evidence of your learning, such as: in-class writing, class discussion, emails, essays (including process work, such as drafts, homework, peer reviews, etc.), presentations, and editing.

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