

**Weaving Linguistic  
Diversity Policies Through  
Writing Programs at  
Nevada State University**

# **Access These Slides**

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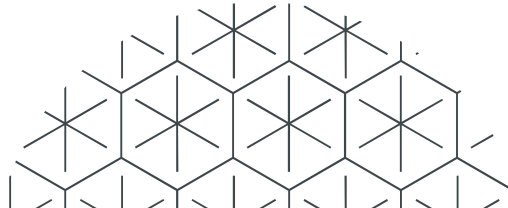
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# Bias Check: Dr. April Baker-Bell's Internal Bias Reflection

Select one or two of the following passages and characterize the person you imagine speaking. You can create a visual representation by drawing them, or you can create a list of adjectives that describe them. You will not be asked to share these with anyone.

1. “[He] flat out confusin. (I would say he lyin, but Momma say be nice)”
2. “People ax me fo' write lettahs of recommendations for dem too.”
3. “*Ser habladora* was to be a gossip and a liar, to talk too much. *Muchachitas bien criadas*, well-bred girls don't answer back. *Es una falta de respeto* to talk back to one's mother or father.”
4. “Whew! “I invite you to be transformed by my being.” Wow. That needs to be the title of an upcoming editorial. Justin, Imma let you finish, lol, but I want to chime in on this “future of equity” piece real quick.”

**“Besides encouraging teachers to be snide and patronizing, Fish flat out confusin. (I would say he lyin, but Momma say be nice). You cant start off sayin, “disabuse yo’self of the notion that students have a right to they dialect” and then say to tell students: ‘Y’all do have a right.’ That be hypocritical.”**

—“Should Writers Use They Own English?” *Iowa Journal of Cultural Studies*



**Vershawn Ashanti Young, Professor of Black Studies, University of Waterloo.**

**“People ax me fo' write lettahs of recommendations for dem too. So I always warn 'em-I tell 'em, if you ax me going be in Pidgin, y'know. Cuz I no care if affeck me, but I no like my hardcore Pidgin stance affeck somebody else's chances of getting money or getting da job. If dey worried dey can ax somebody else. But so ehrybody who I wrote lettahs for, dey either got da job or dey got da scholarship.”**

**–“Da State of Pidgin Address,” *College English***



**Lee Tonouchi, Pidgin Author,  
Professor at University of  
Hawaii**

"Flies don't enter closed mouth" is a saying I kept hearing when I was a child. ***Ser habladora* was to be a gossip and a liar, to talk too much. *Muchachitas bien criadas*, well-bred girls don't answer back *Es una falta de respeto* to talk back to one's mother or father.** I remember one of the sins I'd recite to the priest in the confession box the few times I went to confession: talking back to my mother, *hablar pa' 'tras, repetar. Hocicona, repelona, chismosa*, having a big mouth, questioning, carrying tales are all signs of being *mal criada*. In my culture they are all words that are derogatory if applied to women-I've never heard them applied to men."

–“How to Tame a Wild Tongue,” *Borderlands/La Frontera*



**Gloria Anzaldúa, Scholar of Chicana/Queer/Feminist Theory**



**“Whew! “I invite you to be transformed by my being.”  
Wow. That needs to be the title of an upcoming  
editorial. Justin, Imma let you finish, lol, but I want to  
chime in on this “future of equity” piece real quick. I  
love your assertion that we know that we are visible whether  
someone chooses to acknowledge it or not. These days,  
where Black Lives Matter is painted across streets in every  
city, and public statements about equity and justice are  
becoming more and more mainstream, too many seem to  
be conflating empathy with equity. Empathy is not equity.  
Others finally seeing, understanding, and rendering our pain  
and existence visible is not equity. The idea that a mere  
acknowledgment of BIPOC realities is some form of justice  
is just a reification of white privilege where only what is  
legitimated as real through the white gaze is valid.”**

—“Call Us by Our Names: A Kitchen-Table Dialogue on Doin’  
It for the Culture,” *Equity and Excellence in Education*



**Jamila Lyiscott, Associate Professor  
Co-Founder, Center of Racial Justice  
and Youth Engaged Research,  
University of Massachusetts-Amherst**



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- 1. Reflecting on your characterizations, did you enjoy or relate to any of the passages?**
  - 2. Did you use or visualize the speaker(s) as**
    - a. Uneducated?
    - b. Unprofessional?
    - c. Immature?
    - d. Non-Academic?
  - 3. What are some other ways that y'all characterized the speakers?**
  - 4. What do our characterizations suggest about our language biases?**

# Defining Linguistic Justice

*Other students...insinuated that using 'standard English' made them feel like they were being forced to 'talk white' and many questioned why they had to communicate in a language that was not reflective of their culture or linguistic backgrounds.*

*(Baker-Bell, 2020, pp. 4-5)*

# Linguistic Racism, Diversity, and Justice

**Linguistic Racism**—“[A]ny system or practice of discrimination, segregation, persecution, or mistreatment of language based on membership in a race or ethnic group” (Baker-Bell, 2020, p. 16).

**Linguistic Diversity**—“[I]s a fundamental fact of language: no two people use language in exactly the same way” (Piller, 2020).

**Linguistic Justice**—Employs Critical Language Awareness and Anti-Racist pedagogies to “challenge, interrogate, unlearn, and work towards dismantling” linguistic racism” (Baker-Bell, 2020, pp. 63-64).

# Exigence for Working Toward Linguistic Diversity at Nevada State

- **Our Student Population**
  - HSI, AANAPISI
  - First Generation and Generation 1.5 Learners
- **Continued Calls for Students Right to Their Own Language**
  - CFPs, conference themes, and reaffirmations of the original 1974 statement
- **Changes in Academic Publishing Across Disciplines**
  - 24% increase in “informal” writing features in biology journals (Hyland & Jiang, 2017)
    - 3x increase in the use of first person (“I” and “we”)
      - Use of first person to avoid passive voice
      - Increased number of writers for whom English is a second language
      - Attempt to build connection with the reader and increase persuasion, as science is under attack

# Weaving Linguistic Diversity Policies Through Writing Programs at Nevada State

As long as the goal for writing programs is linguistic assimilation, *“monolingual assumptions regarding language and literacy [will] remain embedded in the developmental writing program through institutionalized attitudes about grammar and Standard Written English.”*

*(Corcoran & Wilkinson, 2019, p. 19).*

# Revising the English Self-Placement Survey with an Asset-Based Language Domain

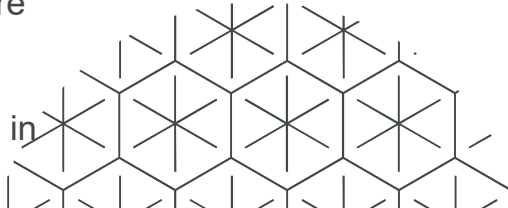
Writing programs create deficit attitudes about bilingualism and multilingualism that reinforce the idea that speakers of multiple languages, regardless of their language proficiency, must be in need of English intervention (Newman & Garcia, 2019).

## Survey Revisions:

- Qualtrics scoring for course recommendations based on reading efficacy, writing efficacy, and linguistic background
- Ensured course recommendations considered linguistic background/practices as only *one* factor in placement decisions
- Ensured course recommendations were contextualized for students
- Provided transparency around the process to support students autonomy in the decisions process

## Survey Findings:

- Awareness of linguistic background
- Finding a multilingual community
- Multilingualism for advocacy
- Resistance to linguistic labels



# Revising Program Outcomes to Support Linguistic Diversity and Hosting a Linguistic Justice Workshop and Curriculum Group

Between 2021-2022, NSU composition faculty revised the course learning outcomes and created course materials to share:

- FYC Semester 1:
  - Demonstrate the deep connections between writing, identity, and power by producing work that demonstrates those connection
- FYC Semester 2:
  - Discuss the ways that standard forms of language are used to weaponize writing instruction by perpetuating linguistic racism

# LINGUISTIC JUSTICE WORKSHOP

WITH DR. APRIL BAKER-BELL



Dr. April Baker-Bell is an award-winning transdisciplinary teacher-researcher-activist and associate professor of language, literacy, and English education in the Department of English and Department of African American and African Studies at Michigan State University. Baker-Bell is an international leader in conversations on Black Language education, and her research interrogates the intersections of Black Language and literacies, anti-Black racism, and antiracist pedagogies. Her award-winning book, *Linguistic Justice: Black Language, Literacy, Identity, and Pedagogy*, brings together theory, research, and practice to dismantle Anti-Black Linguistic Racism (a term Baker-Bell coined) and white linguistic supremacy. Baker-Bell's latest research project involves collaborating with healthcare scholars and researchers to develop, implement and study antiracist medical curriculum interventions that support medical professionals with developing an antiracist praxis for confronting and reducing racial bias and anti-Black racism in medical and healthcare institutions. Baker-Bell is the recipient of many awards and fellowships, including the 2021 Coalition for Community Writing Outstanding Book Award, the 2021 Andrew W. Mellon Foundation's New Directions Fellowship, the 2021 Michigan State University's Community Engagement Scholarship Award and the 2021 Distinguished Partnership Award for Community-Engaged Creative Activity, the 2020 NCTE George Orwell Award for Distinguished Contribution to Honesty and Clarity in Public Language, the 2020 Theory Into Practice Article of the Year Award, the 2019 Michigan State University Alumni Award for Innovation & Leadership in Teaching and Learning, and the 2018 AERA Language and Social Processes Early Career Scholar Award.

JOIN US!

JUNE 9TH  
3:00-  
4:30PM

VIA ZOOM

Email

brianne.taormina@nsc.edu  
for the Zoom link

**Linguistic Justice**  
Black Language, Literacy,  
Identity, and Pedagogy



April Baker-Bell

Generously supported by the  
NSC Composition Program and  
the Writing Center



Linguistic Attitude Assignment

.DOCX



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By the end of this assignment, you will be able to:

- Show the deep connections between writing, identity, and power and produce work that demonstrates those connections
- Evaluate the impact of the ways authors use languages and dialects within scholarly communication
- Discuss why different audiences have different expectations concerning sentence structure, punctuation, spelling, citations and documentation, and common academic formats and design features for texts

Task

As we engage with language, our understanding of it is impacted by others with whom we're in regular communication. Our parents, educators, friends, all change the way we speak and interpret language. In writing, some languaging is privileged over others. This assignment will help us identify some of the biases we come to language studies with so we can start to identify what makes our own language practices unique.

Read through both texts: text one and text two. Once you are finished reading through them thoroughly, you should write one complete paragraph for each passage. Your writing should reflect on the language and see if you can form an image in your head of the identity of the person speaking.

In our next class meeting, we will discuss these imaginings and begin to dissect where our preconceived linguistic assumptions come from.

To do:

- Read Text 1 and Text 2 from "Killing Them Softly" by Dr. April Baker Bell's book *Linguistic Justice*
- Write a paragraph reflecting on the identity of the two authors

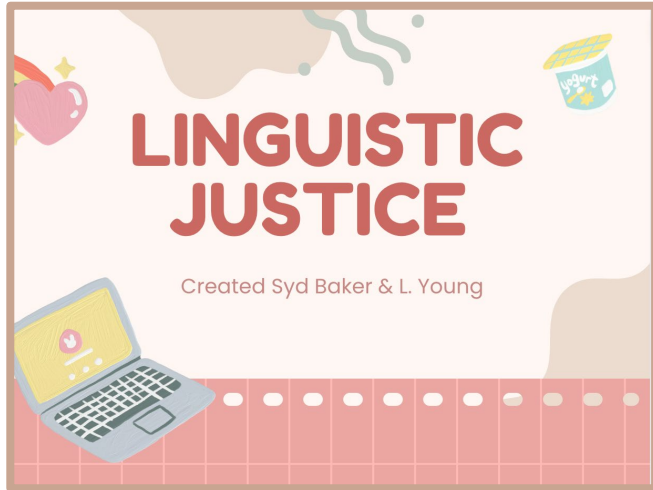


# Mentoring Writing Center Specialists to Respond to Linguistic Racism on Campus

To support linguistic diversity and justice across campus writing contexts, the Writing Center created

- Internal workshops and training sessions
- External workshops and training sessions
- Opportunities for campus conversations about linguistic justice

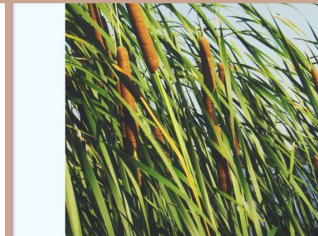
# Internal Workshops and Training



**LINGUISTIC JUSTICE**

Created Syd Baker & L. Young

The graphic features a pink heart, a blue yogurt container, and a laptop with a video call icon on a pink grid background.



Let's start a conversation around:

## Codemeshing and Translanguage

By: Amani Hoyle

Writing Center Training Spring '23



**WRITING CENTER**

### El Centro de Escritura Servicios multilingües y Españoles

El Centro de Escritura ofrece apoyo a los escritores ELL & Multilingües!

Servicios que ofrecemos:

- Clases de Español
- Apoyo translingüe
- Apoyo multilingüe para la escritura
- Apoyo a los objetivos de escritura a largo y corto plazo

**Estamos ubicados LAS 125!**

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**THE ROGERS FOUNDATION**

The flyer is decorated with colorful, swirling lines and a blue bird icon.

# External Workshops and Training

## Black Linguistics

Jollina Simpson, MA, IBCLC, TM



## Impact over Intention:

A Creative Writing Workshop on Interacting with Queer and BiPoc Authors, Focused Critique and Writing Beyond What You Know

Presented by Jalees Tamayo and Ruby Burch



# Campus Culture and Community

ERIC CAMARILLO



## WRITING CENTER SOCIAL JUSTICE SERIES

- Director of the Learning Commons at Harrisburg Area Community College
- Author of “Dismantling Neutrality: Cultivating Antiracist Writing Center Ecologies”

- Event held on Zoom! Link is given upon RSVP
- ASL interpreters present at all speaker events!



RSVP via Email  
Rachel.Herzl-Betz@nsc.edu

WEDNESDAY, SEPTEMBER 22, 12:00-1:00 P.M PST



THE WRITING CENTER  
SPEAKER SERIES  
PRESENTS:



Dr. Wonderful Faison



NSSA  
09/19/23  
Public Relations Committee  
APPROVED

“**Black Bodies, Black Language:  
Exploring the Use of Black Language  
in the Writing Center**”



JUSTICE SPEAKER SERIES  
PRESENTS:



Eduardo Mabilog



“**How Do We Stop the Policing of PoC  
in Our Classrooms?**”

The Paradox in Infantilizing Literacy Experiences While  
Policing Language.

# Breakout Group Materials



Changing Campus Culture  
Around Linguistic Diversity

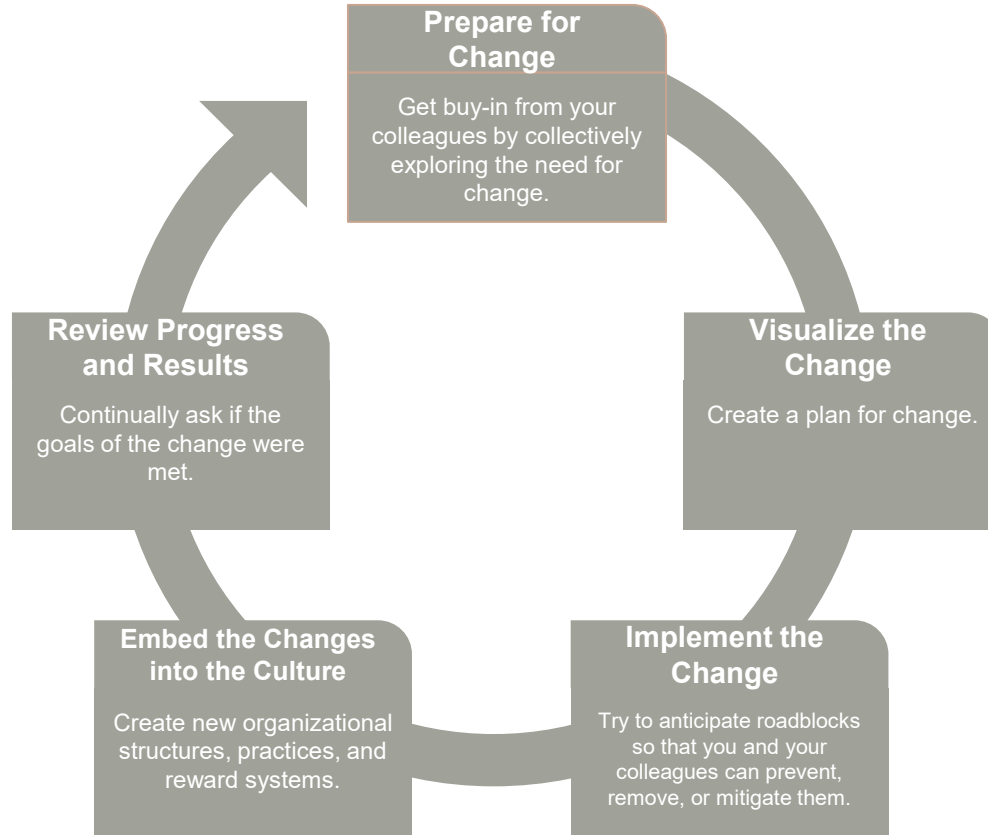


First Year Composition  
Linguistic Justice Curriculum  
Walkthrough



Preparing Student Workers  
To Address Linguistic  
Racism

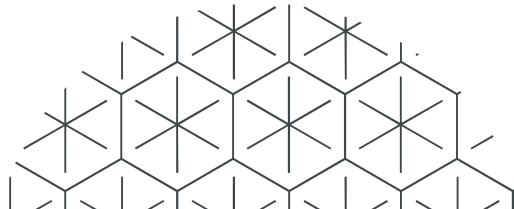
# CHANGE MANAGEMENT PROCESS



# Wrap Up

*The claim that any one dialect is unacceptable amounts to an attempt of one social group to exert its dominance over another. Such a claim leads to false advice for speakers and writers, and immoral advice for humans. A nation proud of its diverse heritage and its cultural and racial variety will preserve its heritage of dialects.*

*(Committee on NCTE Language Statements, 1974, p. 742)*



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