

Culturally-Responsive Feedback

Language So Rich, Why We Stiflin?

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EnglishxPuentexUmoja

Icebreaker:

Share the name of a non-edited English *language* that you enjoy speaking or feel at home in

Or

Share a non-edited English *word* that you enjoy speaking or feel at home in.

TYPE YOUR RESPONSE IN THE CHAT 

Why We Here?

1. Purpose of our session is to de-stigmatize other Englishes (e.g. AAVE), expand the definition of American Edited English, and familiarize ourselves with different Englishes students can use effectively in their college writing.
2. To recognize the damage inflicted on students' grades when we hold too firmly to outdated ideas about what constitutes academic writing.
3. To recognize that our feedback can have stifling racist and classist implications.

Glossary

- AEE - American edited English also known as standard English
- AAVE - African American vernacular English
- BVE - Black vernacular English
- Code-meshing
- Code-switching
- Cultural wealth
- Cultural deficit model
- Spanglish

Mr. Milowicki


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🕒 JANUARY 23, 2013 **REPORT**

Study shows red pen use by instructors leads to more negative response

by Bob Yirka , Phys.org

A photograph of a red ballpoint pen with a clear plastic cap, lying diagonally on a white background. The pen is positioned horizontally, with the tip pointing towards the bottom right. The cap is slightly offset from the pen, revealing the red barrel. The pen has a silver-colored clip and a small gold-colored ring near the tip. The brand name 'FICHO' is visible on the barrel.

<https://phys.org/news/2013-01-red-pen-instructors-negative-response.html>

Types of feedback that we give

1. Verbal and non-verbal e.g., during class discussions

Ramifications of culturally-insensitive feedback

1. Students: trauma, feeling silenced, discouraged, student failure due to teaching flaws and/or hyper-focus on grammar and mechanics
2. Teachers: failure to see the student and the students ideas
3. What the data tells us:
 - a. Linguistic racism or being judged based on AEE, i.e., White Mainstream English
 - b. Can position the student in a deficit position
 - c. Separation of language, race, and identity
 - d. Creativity loss
 - e. Educators & other feedback-givers lose opportunities to learn a thing or two
 - f. Respeck.

“Students’ Right to Their Own Language”

- 1974
- Conference on College Composition and Communication org within
- NTCE: National Council of Teachers of English
- Revised in 2005
- Some individuals put it into practice
- Deficit models remained the norm

CCC Statement

“We affirm the students' right to their own patterns and varieties of language -- the dialects of their nurture or whatever dialects in which they find their own identity and style. Language scholars long ago denied that the myth of a standard American dialect has any validity. 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. We affirm strongly that teachers must have the experiences and training that will enable them to respect diversity and uphold the right of students to their own language.”

CCCC/NCTE that has laid the foundation for our discipline, but we want to be clear: **This Ain't Another Statement! This is a DEMAND for Black Linguistic Justice! PeriodT!**

We demand

teachers stop using academic language and standard English as the accepted communicative norm, which reflects White Mainstream English!

teachers stop teaching Black students to code-switch and teach Black students about anti-Black linguistic racism and white linguistic supremacy instead!

political discussions and praxis that center Black Language as teacher-researcher activism for classrooms and communities!

teachers develop and teach Black Linguistic Consciousness that works to decolonize the mind (and/or) language, unlearn white supremacy, and unravel anti-Black linguistic racism!

Black dispositions in the research and teaching of Black Language!

This list of demands was created by the 2020 Special Committee on Composing a CCCC Statement on Anti-Black Racism and Black Linguistic Justice, Or, Why We Cain't Breathe!

“This Ain’t Another Statement. This Is a Demand for Black Linguistic Justice”

- July 2020
- Policy Demands by 6 Black language scholars and persons with lived experiences

“The learning of standard English has historically been obligatory despite our knowledge that linguistic shaming and dismissal of Black Language has a deleterious effect on Black Language speakers’ humanity (Smitherman, 2006; Rickford & Rickford, 2000). We must acknowledge that Black students’ language education continues to perpetuate anti-Black linguistic racism (Baker-Bell, 2020) and creates a climate of racialized inferiority toward Black Language and Black humanity.”

Culturally-Responsive Feedback

- Faculty adjust to cultural shift
- Expand definition of AEE
- Familiarize selves with AAVE grammar
- Familiarize selves with common Eng learner errors
- Rethink “error”

Culturally-Responsive Feedback

- Recognize when such errors create an accent
- Recognize different kinds of clear and effective prose
- Tame your inner grammar cop
- Quit stunting on students

**How do we provide and
grade student work and
meet the course outline
mandates?**

We distinguish between feedback on writing vs feedback on content.

English 1A Course Outline

Write multiple-paragraph papers that:

1. Accurately and appropriately respond to a given assignment;
2. Develop a relevant, focused thesis;
3. Are well-organized and coherently move from coordinating to subordinating points;
4. Are well-developed with sufficient and relevant evidence;
5. Synthesize facts and ideas originating outside his/her direct experience to develop and support a thesis;
6. Demonstrate stylistic choices in tone, syntax, and diction;
7. Use standard American English correctly;

Contradictions?

6. Demonstrate stylistic choices in tone, syntax, and diction;
7. Use standard American English correctly;

History 1: Writing Guidance

English 1A not prerequisite or strongly recommended

Writing Guidance from Course Outline

Writing: **Three 500-750 word essays on the major themes and developments** in Western Civilization as presented in textbook chapters, audio-visual material, or primary sources.

History 1: Measurable Objectives

- A. Identify and correctly use basic historical terminology
- B. Identify, analyze, and interpret primary and secondary sources;
- C. Analyze the concept and various definitions of the West;
- D. Analyze and explain multiple causes and outcomes of historical events and developments related to western civilization;
- E. Identify and distinguish the major eras in the history of western civilization;
- F. Identify and distinguish the physical and political geography of western civilization; Analyze and explain the interaction of economic, social, cultural and political developments in response to changing historical circumstances;
- G. Identify and explain the historical significance of major discoveries and developments in technology, science, art, architecture, and literature.
- H. Identify and explain the historical significance of major discoveries and developments in technology, science, art, architecture, and literature.

Psych 1: Writing Guidance

Eligibility for 1A strongly recommended

From Typical Assignments

Writing: Research and **write a term paper pertaining to one of the primary topic areas discussed in this course**. Cite references in proper APA format and include a reference section. 1. After viewing a selected video, such as One Flew Over the Cuckoo's Nest, be prepared to **write a short paper concerning the major issues and problems of mental institutions as portrayed in the film**. 2. Based on the readings concerning mnemonic devices, **write a brief summary report** discussing how visual imagery can be used to enhance memory recall. 3. **Write a brief paper discussing which approach to psychotherapy** seems to have the most practical value and application to treatment of psychological disorders.

Pysch 1: Measurable Objectives

1. define the various theoretical perspectives that have shaped the study of psychology
 2. contrast the unifying themes that underlie the field of psychology
 3. distinguish between the goals of scientific psychology and common sense
 4. evaluate the various psychological research methods
 5. discuss the importance of ethical principles in research
 6. summarize the key functions of different brain components
 7. describe the role of heredity and environment on behavior
 8. describe the processes involved in sensation and perception
 9. distinguish between the various states of human consciousness
 10. identify the differences between various theories of learning
 11. describe the process involved in the encoding, storage and retrieval of memories
 12. discuss the theories of intelligence and the goals of psychological testing
 13. distinguish between the two major categories of human motives
 14. describe the basic components of emotion
 15. explain how
 16. define the construct of personality
 17. describe the theoretical approaches to understanding abnormal behavior
 18. describe the various models of psychotherapy
 19. discuss the situational influences on behavior
 20. describe psychological differences and similarities between groups based on gender, sexuality, social, or cultural grouping
 21. apply concepts and theories to personal development
- biological and environmental factors contribute to developmental differences

ANTR 1: Writing Guidance

“Before entering this course, it is strongly recommended that the student should be able to: -Eligibility for ENG 1A”

1. Write effective summaries of texts that avoid wording and sentence structure of the original
2. Organize coherent essays around a central idea or a position
3. Provide appropriate and accurate evidence to support positions and conclusions
4. Produce written work that reflects academic integrity and responsibility, particularly when integrating the exact language and ideas of an outside text into one's own writing
5. Utilize effective grammar recall to check sentences for correct grammar and mechanics

ANTR 1: Measurable Objectives

- A. Describe the scientific process as a methodology for understanding the natural world.
- B. Define the scope of anthropology and discuss the role of biological anthropology within the discipline.
- C. Identify the main contributors to the development of evolutionary theory.
- D. Explain the basic principles of Mendelian, molecular and population genetics.
- E. Evaluate how the forces of evolution produce genetic and phenotypic change over time.
- F. Demonstrate an understanding of classification, morphology and behavior of living primates.
- G. Summarize methods used in interpreting the fossil record, including dating techniques.
- H. Recognize the major groups of hominin fossils and describe alternate phylogenies for human evolution.
- I. Identify the biological and cultural factors responsible for human variation.
- J. Deconstruct the biological concept of race.

Summary of Course Outline Review

Assumption of college instructors: Writing instruction in English is the foundation for reading and writing in other courses

Facts:

- not all courses require Eng 1A
- Some courses strongly recommend
- Varying degrees of guidance about writing
- Writing guidance not usually addressed in objectives
- Usually found in “Typical Assignments”

Educated Opinion:

- We are assessing too narrowly
- By honoring students’ stylistic choices in tone, syntax, and diction, assessment can be applied more broadly

Quesada Turner - English 7 - Late Spring 2020

Prompt: Create a portfolio assignment in which you choose an issue or controversy that future English 7 students may research and write about. To do this, first select a current controversy. Then, find five texts that make an argument about that issue; next, come up with a list of questions for writers to debate; and, finally, create a memo to the students that explains why you chose the topic, what you hope they'll get from it, and any advice for writing and researching.

Student's Example:

Memo can be found [here](#).

Mr. Milowicki

Works Cited

Baker-Bell, April, et al. “This Ain’t Another Statement: This is a DEMAND for Black Linguistic Justice!” *Conference on College Composition and Communication*. 2020, <https://cccc.ncte.org/cccc/demand-for-black-linguistic-justice>. Accessed 19 Oct. 2020.

Conference on College Composition and Communication. “Students’ Right to Their Own Language.” CCC, 1974, <https://prod-ncte-cdn.azureedge.net/nctefiles/groups/cccc/newsrtol.pdf>.