Question # 3/Pedagogy Question: Outline a plan for a two-day workshop for in-service teachers of grades 9-12 addressing the needs of a linguistically diverse student body that includes L2, AAL, and heritage language speakers and writers. What readings would you assign and how would you sequence them? What assignments would you include? What guest speakers might you invite? Justify your pedagogical approach in 3-5 pages if you've chosen to answer question #1/ composition question for your other core exam essay.

Workshop Title: Language Diversity in High School Writing Classrooms: Getting to the Meat of the Matter

Workshop Rationale: While scholars in rhetoric and composition are calling for the study of cross-language relations, some teachers—even at this late hour in history—still rely on monolingual approaches to address language difference in writing. This is overwhelmingly problematic considering that our world, nation, communities, and classrooms have always contained multilingual speakers and writers. Ball & Muhammad (2003) have identified teacher education (TE) programs as the culprit and have argued that pre-service teachers should be required to take a language diversity course before exiting their TE program. TE programs indeed offer one way of ensuring that teachers are prepared to address our linguistically diverse students, but we must also begin to envision ways in which we can reach the mass of in-service teachers who are currently using monolingual, outdated, and unproductive methods to address language difference in writing. Hence, this two-day workshop is concentrated on bridging the knowledge gap between in-service teachers and theory and research on language diversity.

Workshop Audience: 20 in-service writing teachers of grades 9-12 with linguistically diverse student populations.

Workshop Objectives: The objectives of this two-day workshop are:

✓ to sensitize in-service teachers to language differences in writing and the needs of their linguistically diverse students,
✓ to make in-service teachers aware of the effects of a monolingualism approach to language differences in writing, and
✓ to assist teachers with developing pedagogical materials that effectively responds to the needs of multilingual writers.

Workshop Materials:

Welcome Kit (Includes: readings, worksheets, pamphlets, etc.)

(Readings)

✓ Students’ Right to Their Own Language position statement
The Place of World Englishes in Composition: Pluralization Continued, Suresh Canagarajah
✓ "Nah, We Straight": An Argument Against Code-Switching, Vershawn Ashanti Young
✓ Beyond the Silence: Instructional Approaches and Students’ Attitudes, David Kirkland & Austin Jackson
✓ Opinion: Language Difference in Writing: Toward a Translingual Approach, Horner, Lu, Royster, & Trimbur
✓ REWRITING SCHOOL: Critical Pedagogy in the Writing Classroom, David Kirkland
✓ Sustaining NCTE Values, Shirley Wilson-Logan
✓ Excerpts from Code Switching: Teaching Standard English in Urban Classrooms, Rebecca Wheeler & Rachel Swords

(Videos)

❖ Clips from the “Ann Arbor Black English Case” documentary
❖ Clips from “Do You Speak American?” documentary

(Powerpoint)

❖ Approaches & Purposes of Education with Students of Color Marginalized by Systemic Inequalities Based on Race, Ethnicity, and Language, Django Paris

Workshop Speakers:

(Panel Speakers)

❖ Geneva Smitherman
❖ Paul Matsuda
❖ Suresh Canagarajah

(Workshop Facilitators)

❖ David Kirkland
❖ Min-Zhan Lu
❖ Bruce Horner
❖ Jacqueline Jones Royster
❖ John Trimbur
❖ Vershawn Ashanti Young
❖ Arnetha Ball
❖ Django Paris

Workshop Assignments/ Activities:

❖ KWL Chart
❖ Language Activity Worksheet (pre- & post-test)
Jigsaw Groups
- Participatory Action Project: Building a Classroom Unit that Addresses Linguistic Differences in Writing
- Reflective Writing

**Workshop Outline:**

Although the workshop is only two days long, it is important that teachers are exposed to the theory and research on language diversity as well as have rich opportunities to develop pedagogical materials that they can apply in their own classrooms. In light of this, day 1 will be concentrated on theory & research, and day 2 will focus on praxis.

### Day 1: Theory & Research

<table>
<thead>
<tr>
<th>Time</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00-8:30</td>
<td>Welcome, Introduction, Overview of welcome kit and workshop agenda during the next two days</td>
</tr>
<tr>
<td>9:00-10:00</td>
<td>KWL, Language Activity, Discussion</td>
</tr>
<tr>
<td>10:00-10:15</td>
<td>Break</td>
</tr>
<tr>
<td>10:15-10:30</td>
<td>View clip from “Do You speak American?”</td>
</tr>
<tr>
<td>10:30-12:00</td>
<td>Panel of Speakers (Smitherman, Matsuda, Canagarajah)</td>
</tr>
<tr>
<td>12:00-1:00</td>
<td>Lunch</td>
</tr>
<tr>
<td>1:00-2:00</td>
<td>Language Differences in Writing Classrooms: Overview of language Differences, Linguistic Discrimination, Linguistic Profiling, Classrooms as Linguistic and Cultural Battlegrounds (Arnetha Ball)</td>
</tr>
<tr>
<td>2:00-2:10</td>
<td>Break</td>
</tr>
<tr>
<td>2:10-3:00</td>
<td>King, Oakland, and STROL</td>
</tr>
<tr>
<td>3:00-3:30</td>
<td>Summary of day’s activities; question &amp; answers</td>
</tr>
</tbody>
</table>

### Day 2: From theory & research to praxis

<table>
<thead>
<tr>
<th>Time</th>
<th>Content</th>
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</thead>
<tbody>
<tr>
<td>8:00-8:30</td>
<td>Overview of today’s activities</td>
</tr>
<tr>
<td>8:30-10:00</td>
<td>Approaches to language differences in writing: The failure and the success</td>
</tr>
<tr>
<td>10:00-10:15</td>
<td>Break</td>
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<tr>
<td>10:15-12:00</td>
<td>Group Exercise--From Monolingualism to Multilingualism: Examples of Writing Models That Do and Do Not Work</td>
</tr>
<tr>
<td>12:00-1:00</td>
<td>Lunch</td>
</tr>
<tr>
<td>1:00-2:30</td>
<td>Participatory Action Project: Building a Classroom Unit that Addresses Linguistic Differences in Writing. In-service teachers and scholars collaborate.</td>
</tr>
<tr>
<td>2:30-3:00</td>
<td>Aligning Multilingualism with Common Core</td>
</tr>
<tr>
<td>3:00-3:10</td>
<td>Break</td>
</tr>
<tr>
<td>3:10-4:00</td>
<td>Language Activity &amp; Discussion, KWL</td>
</tr>
<tr>
<td>4:00-4:30</td>
<td>Question &amp; Answers; closing remarks</td>
</tr>
</tbody>
</table>
Workshop Procedures and Justification:

Day 1

1) **KWL:** Before starting the workshop, participants will be asked to remove the KWL chart from their welcome kit and complete the K and the W section. The KWL chart will help the participants keep track of what they want to know about language diversity (K), what they already know about the topic (W), and what they learned about the topic (L) at the end of the workshop. After completing the K and W section, teachers will set the chart aside until they need to add information to the L section.

2) **Language Activity:** Next, participants will be asked to complete a language activity worksheet that calls for them to respond to language samples written in English by multilingual writers as well as samples written in SWE. The directions from the language activity worksheet reads: Each column represents a sample of a variation of the English language. First, write a few sentences that reflect your initial thoughts about each respective language. Next, provide feedback to each individual writer about how they can improve their writing.

Column A will be representative of features of AAL, column B will reflect an L2 writer, column C will represent SWE, and column D will reflect features of a heritage language writer. This activity is significant to the workshop in a few ways: (1) It assesses the participants current state of knowledge, attitudes, practices, and preparation relative to matters of language diversity. (2) It serves as a pre-assessment activity that teachers will be able to refer to at the end of the workshop to gauge to what extent did the workshop advance their knowledge, attitudes, and practices. (3) Finally, it functions as a motivational activity for the theme of the workshop—language differences.

Following this activity, the workshop facilitator will lead a discussion about the participants’ responses and feedback to the language activity worksheet. As the participants read their responses, the workshop facilitator will jot down ideas on the board that are indicative of linguistic discrimination, monolingualism, linguistic
profiling, etc. These ideas will be used as the basis for the session with Arnetha Ball that will take place during the afternoon.

3) **Documentary**: To sensitize participants to the various Englishes that are spoken in the U.S. and to demystify the ideology of Standard American English (SAE), the workshop facilitator will play clips from the documentary *Do You Speak American?* The documentary is also a great way to introduce the panel of speakers that will follow.

4) **Panel of Speakers**: Participants will hear presentations from Drs. Geneva Smitherman, Paul Matsuda, and Suresh Canagarajah that provide an overview of language diversity as well as how they have addressed issues of language difference in their own work. Each speaker will discuss their work in roughly 20-25 minutes. The remaining time will be used as an opportunity for participants to ask questions and have their concerns addressed.

I strategically and rhetorically selected these speakers because I believe that their scholarly work addresses at least one of the population of students whose needs this workshop is aimed at addressing. For example, Smitherman's work focuses specifically on AAL users, Paul Matsuda's work is on L2 users, and Suresh Canagarajah's work responds to the needs of speakers and writers of heritage languages or world Englishes. For more information, see scholars' bios in about the authors section, which can be found toward the end of this document.

One could question, why invite speakers to the workshop versus having the participants simply read articles that summarize the speakers' work. There are three reasons why I selected presenters over readings: (1) I found it difficult to cram several readings into a two day workshop, (2) I did not want to lose the participants attention by bogging them down with too many readings, and (3) presentations provide a space for participants to ask questions and receive instant answers.

5) **Language Differences in Writing Classrooms**: In this session, Arnetha Ball will speak with participants about issues of language difference in writing classrooms. I selected Arnetha Ball to cover this session because of her experience as a classroom teacher, her knowledge of language diversity, and the efforts she put forth to try to align her knowledge with classroom practice. Using some of the examples from the language activity that were written on the board, she will help the participants identify linguistic discrimination and linguistic profiling in their own practices. Ball will also speak about how classrooms operate as linguistic and cultural battlegrounds. Next, she will ask participants to write a 10-minute reflection that answers the following questions: Given what you just learned about
linguistic discrimination and linguistic profiling, do you see any of these issues occurring in your classroom, communities, home, etc.? Explain.

Finally, Ball will discuss her three-part change model—1) teacher knowledge, (2) Self-Reflection, and (3) Personal and Professional Classroom Change—which leads writing teachers to approaching language diversity more effectively in their classrooms (Ball, 2003).

6) King, Oakland, STROL: It is important for teachers to understand the resolutions, court-ordered documents, and the landmark cases that support language diversity. First, participants will watch clips from the Ann Arbor Black English case video. Next, the participants will read the STROL position statement and background information. Participants will then visit John Rickford’s site to learn more about the Oakland Ebonics Controversy (http://www.stanford.edu/~rickford/ebonics/). Finally, participants will be asked to discuss the above issues and think about: What’s problematic about these resolutions and landmark cases? What does this mean for language diversity in your classroom? Are these issues still prevalent? Anything else that comes to mind would be okay to discuss as well.

Day 2

1) Approaches to Language Differences in Writing: The participants will start day 2 of the workshop off by partaking in jigsaw groups, a cooperative learning technique. Detailed description about how the jigsaw groups will be arranged: (1) The 20 workshop participants will be divided into four “home groups” that consist of five participants. (2) Each participant in the home group will be assigned a topic (i.e., code meshing; translingualism; eradicationist & code-switching; code-switching & issues of race, identity, and power; rewriting schools) in which they will need to become an expert. (3) Participants will then move into their respective “expert” groups where everyone in the group has the same topic. (3) In the expert groups, participants will read selected texts, answer guiding questions, participate in a discussion, and brainstorm ways in which to present their understanding to the members of their home group. (4) Following this, the experts will return to their home group in the role of instructor for their specific topic area.

Below is a list of the readings and the scholars that will facilitate each respective expert group:

- **Code Meshing:** John Trimbur, (reading: Place of World English in Composition by Canagarajah)
- **Translingualism:** Min-Zhan Lu & Bruce Horner, (reading: Language Difference in Writing. Horner et al.)
- **Rewriting Schools:** David Kirkland, (reading: REWRITING SCHOOL: Critical Pedagogy in the Writing Classroom by David Kirkland)
I selected the jigsaw strategy for this section of the workshop because it helps the participants develop a depth of knowledge about one or two approaches to language differences in writing that have prevailed in composition studies. The knowledge that the participants will gain from their expert groups would not be possible if I asked them to read all of the articles that comprise this section of the workshop. Moreover, it is difficult to have participants read numerous articles in a limited amount of time. I also assigned a workshop facilitator, who is also a scholar on language diversity, to each respective expert group to ensure that the participants fully understand the information being presented in the readings.

2) From Monolingualism to Multilingualism: Although the various approaches to language difference in writing were discussed as part of the previous activities, teachers are generally interested in seeing practical examples. Therefore, this section of the workshop will provide teachers examples of monolingual and multilingual writing models. Django Paris will lead this section up by giving a brief presentation of his model of “Approaches & Purposes of Education with Students of Color Marginalized by Systemic Inequalities Based on Race, Ethnicity, and
Language.” Participants, in the groups from the previous activity, will be provided with a few sets of monolingual and multilingual units that were used in actual writing classrooms. Participants will work together in their groups to determine if the unit(s) subscribe to monolingual or multilingual approaches to writing. They will also use Django Paris’ “Approaches & Purposes” model to determine if the units reflect a deficit, difference, resource, or critical resource approach to language diversity. Finally, participants will discuss their responses to the whole group.

3) Participatory Action Project: For the Participatory Action Project, teachers and scholars will work collaboratively to build a pedagogical unit on linguistic differences in writing that can be immediately implemented in the teachers’ classrooms. All eleven speakers and workshop facilitators will be asked to work with at least 2 participants to develop teaching units that respond to the needs of the participant’s linguistically diverse students.

I believe that this activity is important and necessary because it is an example of how our discipline can align theory, research, and practice as well as reach more K-12 teachers. We currently do not see many examples of teachers and scholars working together to improve the issues that plague classrooms in our disciplinary conversations. This activity is also important because it responds to the needs of each teacher’s individual classrooms as opposed to using a prescriptive model that may or may not meet their individual classroom needs.

I selected these specific scholars to participate in this activity because each of them—in one way or another—has expressed a serious concern with monolingualism and have advocated for multilingual approaches.

4) Aligning with the Common Core: When the discussion of moving from monolingual to multilingual writing classrooms come up, many teachers tend to question how we can accomplish such a task in light of the common core. For this activity, teachers will begin by first reading Shirley Wilson-Logan’s “Sustaining NCTE Values.” The workshop facilitator, scholars, and workshop participants will then read, interpret, and think critically and creatively about how the common core responds to multilingual writing. During this activity, teachers will develop a language that they can use to demonstrate how multilingual writing is part of the common core.

5) Language Activity, KWL, & Discussion: The final activity of the workshop will ask participants to refer to their initial language activity worksheet. Participants will review how they originally responded to language differences and will write a reflection that conveys how they would respond differently with the new knowledge they’ve gained from the two-day workshop. Workshop participants and facilitator will discuss their responses aloud. I incorporated this activity at the end of the workshop.
because it gives teachers an opportunity to critically reflect, acknowledge their growth, and rethink how they will respond to language differences in writing in the future. Finally, teachers will be asked to **complete the L section** of the KWL chart. We’ll conclude the workshop by having the participants discuss what they learned and asking any questions they still have about issues of language diversity and difference in writing.
About the Speakers:

Geneva Smitherman is University Distinguished Professor of English at Michigan State University and an internationally recognized scholar-activist. Her current research focuses on language-planning policy in South Africa. She has been active in CCCC and NCTE for over two decades, having twice served on the Braddock Award Committee, on the CCC Editorial Board, and on both of CCCC.s Students. Right to Their Own Language. Committees. She currently chairs the CCCC Language Policy Committee and serves on its Executive Committee (second term, after a long break). She has also served on NCTE.s Commission on Language and its Commission on Curriculum. Smitherman is the author of over 100 articles and papers on language and education, and the author or editor of eight books, including Talkin and Testifyin: TheLanguage of Black America.

Paul Kei Matsuda is perhaps the most recognizable scholar addressing second language writing issues today. He is Associate Professor of English at Arizona State University, where he also serves as Director of Writing Programs. He is founding chair of the CCCC Committee on Second Language Writing and of the Symposium on Second Language Writing, which began as a biannual gathering of second language writing scholars, but which has grown into an annual international event. He is editor of the Parlor Press Series on Second Language Writing, and he has edited or co-edited numerous collections and special issues. A prolific and award-winning author as well, Paul's widely cited work has appeared in College Composition and Communication, College English, Composition Studies, Computers and Composition, English for Specific Purposes, International Journal of Applied Linguistics, Journal of Basic Writing, Journal of Second Language Writing, and Written Communication. He is consistently invited to give talks, lead workshops, and teach courses in the US and abroad. In 2007, Paul was a visiting scholar at Nagoya University in Japan and at the University of Hong Kong.

Suresh Canagarajah is Edwin Erle Sparks Professor in Applied Linguistics and English at Penn State University. His multidisciplinary research has made contributions to fields in sociolinguistics, rhetoric and composition, and migration studies. His publications have won prestigious awards in these fields. His book Resisting Linguistic Imperialism in English Teaching (Oxford UP) won the Mina Shaughnessy Award for the best publication on the teaching and research of English language and literature from the Modern Languages Association of America. His publication A Geopolitics of Academic Writing (U of Pittsburgh P) won the Gary Olson award for the best book in rhetorical and social theory from the Association of Teachers of Advanced Composition. His article “World Englishes and Composition: Pluralization Continued” won the Richard Braddock Award for the best article from the Conference on College Composition and Communication. Through such publications, Professor Canagarajah has made a significant contribution to fostering a pluralized understanding of the English language, appreciating the linguistic and literacy resources of multilingual speakers, and developing teaching practices that affirm the identities and values of international students.

Arnetha Ball is an Associate Professor of Education at Stanford University. Her background includes work as a classroom teacher, speech pathologist, consultant, educational administrator and teacher educator. Prof. Ball's research interests focus on how oral language and written literacies relate to culturally and linguistically diverse populations, and also on the preparation of teachers to work with students who are poor, members of racially or ethnically marginalized groups, and speakers of first languages other than mainstream or academic English. Prof. Ball explores the ways in which teachers use the language that students bring into the classroom as a resource. She is attempting to identify untapped literacy-related resources within the school and community context for use in the design of alternative instruction for diverse students.

Django Paris is Assistant Professor of Language and Literacy in the College of Education at Michigan State University. His research focuses on youth language and literacy in changing multiethnic and multilingual schools and communities. He is particularly interested in understanding how pluralism works in multiethnic youth communities and in how we can re-vision language and literacy learning to foster understanding within and across difference. His teaching focuses on youth language and literacy practices, the training of teachers to work in multiethnic and multilingual high schools, and qualitative and social language research methods. Paris's research appears in several journals and book chapters, including the Harvard Educational Review and the International Journal of Qualitative Studies in Education. His first book, Language across Difference, explores the ways youth of color challenge and reinforce ethnic and linguistic difference in demographically changing urban schools. His research has been supported by the Spencer, Ford, and the NCTE Research Foundations. Paris serves on journal editorial boards and is a member of the National Council of Teachers of English Standing Committee on Research and the American Educational Research Association Social Justice Action Committee. Paris is also Associate Director of the Bread Loaf School of English, a summer graduate program of Middlebury College.

David E. Kirkland is a transdisciplinary scholar of English and urban education, who explores the intersections among urban youth culture, language and literacy, urban teacher preparation, and digital media. He analyzes culture, language, and texts, and has expertise in critical literary, ethnographic, and sociolinguistic research methods. He has received many awards for his work, including the 2008 AERA Division G Outstanding Dissertation Award and was a 2009-10 Ford Foundation Postdoctoral Fellow and is a former fellow of NCTE’s Cultivating New Voices. Dr. Kirkland has published widely. His most recent articles include: Black Skin, White Masks: Normalizing Whiteness and the Trouble with the Achievement Gap (TCRecord), English(es) in urban contexts: Politics, Pluralism, and Possibilities (English Education), and We real cool: Examining Black males and literacy (Reading Research Quarterly). He is currently completing his fourth book, A Search Past Silence, to be published through Teacher College Press.
April Baker-Bell

Core Exam

Spring 2012

Language and Literacy Series. Dr. Kirkland believes that, in their language and literacies, youth take on new meanings beginning with a voice and verb, where words when spoken or written have the power to transform the world inside-out.

Jacqueline Jones Royster is Dean of Georgia Tech’s Ivan Allen College of Liberal Arts. She holds the Ivan Allen Jr. Dean’s Chair in Liberal Arts and Technology, and is Professor of English in the School of Literature, Communication, and Culture. A graduate of Spelman College in Atlanta, Royster earned an M.A. and D.A. in English from the University of Michigan. Her research centers on rhetorical studies, literary studies, and women’s studies, areas in which she has authored and co-authored numerous articles and book chapters. She is the author of three books: Southern Horrors and Other Writings: The Anti-Lynching Campaign of Ida B. Wells-Barnett (1997), Traces of a Stream: Literacy and Social Change among African American Women (2000), and Profiles of Ohio Women, 1803-2003 (2003). She co-authored Feminist Rhetorical Studies: New Horizons in Rhetoric, Composition, and Literacy Studies (in press). She co-edited Double-Stitch: Black Women Write about Mothers and Daughters (1991) and Calling Cards: Theory and Practice in the Study of Race, Gender, and Culture (2005) and edited a textbook for college writing courses, Critical Inquiries (2003). She was consulting writer for Writer’s Choice, a textbook series for grades 6 – 8, and co-edited Reader’s Choice, a series for grades 9 – 12, both published by Glencoe/McGraw-Hill. Prior to joining Georgia Tech in 2010, Royster served as Senior Vice Provost and Executive Dean of the Colleges of Arts and Sciences for The Ohio State University (OSU).

Vershawn Ashanti Young was born and raised on the west side of Chicago. Vershawn Ashanti Young is an artist-scholar. He received his BA from Southern Illinois University, Edwardsville in English and Speech Communication; MA in Performance Studies from Northeastern Illinois University; M.Ed from Loyola University Chicago in School Administration and Supervision, and his PhD in English from the University of Illinois, Chicago. Currently, he is Associate Professor of African American Studies, English, and Writing, Rhetoric, and Digital Media at the University of Kentucky. He specializes in African American rhetoric, literature, and performance studies. Previously, he was Associate Professor of African American Studies and Rhetoric at the University of Iowa.

Bruce Horner is Endowed Chair in Rhetoric and Composition at the University of Louisville, where he teaches courses in composition, composition theory and pedagogy, and literacy studies. His books include Terms of Work for Composition: A Materialist Critique, winner of the W. Ross Winterowd Award for composition theory; Cross-Language Relations in Composition (Southern Illinois University Press), a work of creative nonfiction; Comp Tales (Longman), co-edited with Richard Haswell; and, with Bruce Horner, Representing the “Other”: Basic Writers and the Teaching of Basic Writing and Writing Conventions. “English Only and U.S. College Composition,” an essay he co-authored with John Trimbur, is the recipient of the Richard Braddock Award. His recent work examines the implications of scholarship on world Englishes and English as a lingua franca for the teaching of writing.

Min-Zhan Lu is a professor of English and University Scholar at the University of Louisville. Her work focuses on the productive uses of cultural dissonance in the teaching and learning of writing and on theories and practices of life writing as social acts. Her books include Shanghai Quartet: The Crossings of Four Women of China (Duquesne University Press), a work of creative nonfiction; Comp Tales (Longman), co-edited with Richard Haswell; and, with Bruce Horner, Representing the “Other”: Basic Writers and the Teaching of Basic Writing (NCTE) and Writing Conventions (Penguin Academics). Her work is frequently cited, and has been reprinted both in general readers and in such scholarly collections as Feminism and Composition, Landmark Essays in Basic Writing, and Landmark Essays on Writing Processes. She has received the Richard Braddock Award and the Mina Shaughnessy Award for her essays.

John Trimbur is professor of writing, literature and publishing and director of the First-Year Writing Program at Emerson College. He has published widely on writing theory, and has won a number of awards, including the Richard Braddock Award (with Bruce Horner), the James L. Kinneavy Award, the National Writing Center Outstanding Article Award, and the College Composition and Communication Outstanding Book Award. He has been a Visiting Professor at the University of Cape Town in South Africa, where he works with a community organization of asbestos activists in the Northern Cape. He has also published three textbooks: The Call to Write, Reading Culture, and A Short Guide to Writing About Chemistry. A collection of his work, Solidarity or Service: Essays on U.S. College Composition, is forthcoming.
References


King Conference WSU. *Documentary of Ann Arbor Black English Case* (1980). [DVD]. Detroit, MI.


