

GLCA: Teaching Writing to Multilingual International Students in a Small Liberal Arts

Setting, College of Wooster, November 1-3, 2019

Inclusive Classrooms and Student Agency Module, Dr. Tamara Stasik



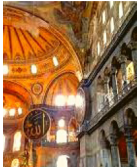
7. Microaggressions

Faculty Activity

Microaggressions are the constant and continuing experiences of marginalized groups that affect self-esteem, produce anger and frustration, deplete psychic energy, lower feelings of subjective well-being and worthiness, deny equal access and opportunity (Sue, 2007). In the classroom this can cause a lack of trust, pressure to act right like the majority, feeling one does not belong, fear that discussing it could hurt relationships, and self doubt.

This activity addresses benchmarks for intra/interpersonal awareness, and inclusive pedagogy and environment (Salazar, Norton, Tuitt, 2010). To evaluate impact vs intent, review these pointers when developing assignment prompts, choosing or creating examples, selecting authors, and textbooks:

- Are all your sample papers using names that sound white?
 - Infuse names from different cultural backgrounds when providing examples or case studies.
- Are your writing examples all from L1 speakers?
 - Show a variety of what student writing looks and sounds like in your class.
- Are your readings all from L1 Writers?
 - Choose readings that represent a variety of L1, L2, multilingual, codemeshed writing.
- Are all your activity examples mono-cultural?
 - Choose images from a variety of cultures, ethnicities and races.
 - See below (p.11) of Inclusive Classrooms and Student Agency Module

C A T H E D R A L		INTRAPERSONAL AWARENESS My Western scholarly predisposition to medieval architecture
		INTERPERSONAL AWARENESS Religious /Cultural background of my students (Asian, Muslim, History etc)
		CURRICULAR TRANSFORMATION Who does the image exclude? Hidden oppression (crusade / colonialism)
INTER/INTRA/ CURRICULAR TRANSFORMATION		

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When designing your syllabus, and assignments, consider concepts of timeliness, holidays

- Don't assume students know when papers should be handed in, or what constitutes "late" work
- Use examples from a variety of religions, and don't assume everyone believes in a higher being

Body language, self-identifiers

- Don't assume indirect eye-contact is a sign of disinterest or disrespect.
- Ask about personal pronouns rather than assuming
 - Model this by giving yours and adding them to your email signature
- Learn how to pronounce your students' names

 namecoach

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What's in a NameBadge?

- See #8 Name Pronunciation activity in module