

2017 CCCC Summer Conference

**We Have to Start Trusting Our Students:
Working toward Antiracist, Social Justice Pedagogy**

This session explores Asao Inoue's 2014 assertion that "students find reasons to learn and grow as writers when their labor is truly honored" in the contexts of basic writing student reflection and contract grading.

Overall goal = present ideas, practices—not answers; + questions, topics for discussion...

Beginning reflection questions

For 8-10 minutes, think about the four questions below, and write down brief notes, bullet points, etc. for each.

After everyone has reached a stopping point in thinking, writing... For another 8-10 minutes, share one or two reflection responses with neighbors (2-3 people): pick whichever topics or responses you like, feel comfortable sharing, or have follow-up questions/concerns about, etc.

1. Trust—**What's the best thing about your students?** This could be a general pattern, or something that happens now and then that students do to amaze, delight, or surprise you.

2. Antiracist, Social Justice Pedagogy—Respond to one or both of the following statements from Mya Poe & Asao Inoue (Nov 2016 *College English* special issue):

So much of the writing assessment work we do seems complicit in sustaining inequality (119).

Social justice and fairness are always...ongoing mutually beneficial projects, not competing traditions (123).

3. Contract grading elements—**Have you included some form of contract grading in your teaching**—recently or in the distant past? If yes, what did you find helpful, productive, and/or worthwhile about the contract grading format or process, **especially for your students**? If no, why not?

4. **What else** do you think is important, challenging, and/or rewarding about trusting our students?