

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

ENGL 100 student reflections, self-assessments (Fall 2016 selections)

This semester, I would say that one of my goals was to build off of ideas that are given from my peers, also enhancing my writing, like ideas, flow, and my foundation of writing. From these goals that I set, I believe that in the class I did push myself to enhance my writing because from what I have seen after revising my first writing draft *Why Writing Sucks* my writing changed, with better words, better ideas, even better forms of sentences... As a learning and thinking student in this class, my performance changed a lot, especially when my peers gave their ideas on what they thought of my writing or on the example writings we went over in class.

My achievements this semester have been learning to be flexible and be okay with a changing schedule. Also, learning to be responsible with my time and learning how to schedule things and get them done on time. Some achievements in the class are how much I learned that my writing can be good when I read it and make revisions. Also, that I wrote an essay that portrayed how my life went growing up. In the community I learned that not everyone is the same and that many people can become friends one day and become best friends the next.

This semester my learning goals in this class were to improve my writing and editing skills, which I feel has happened quite a bit. I believe I still need improvement but I am way better than I was when I walked into this semester. I have learned many things about writing that I did not really know before we read *The Transition to College Writing*. I think more critically and come up with more examples that I can bring in from my life. I also learned to be more creative in writing. I think being able to talk to other students in my class and looking at how others interpret their work has helped a lot with mine.

References, resources (selections)

Banks, Adam (2015). "Ain't No Walls Behind the Sky, Baby! Funk, Flight, Freedom." CCCC Chairs' Address (Tampa): <https://youtu.be/EYt3swrnvwU>

Condon, Frankie & Vershawn Ashanti Young, Editors (2016). *Performing Antiracist Pedagogy in Rhetoric, Writing, and Communication*. WAC Clearinghouse: Fort Collins, CO.

Danielewicz, Jane & Peter Elbow (2009). "A Unilateral Grading Contract to Improve Learning and Teaching." *College Composition and Communication*. 61:2 (December)

- Emdin, Christopher (2016). *For White Folks Who Teach in the Hood...And the Rest of Y'all Too: Reality Pedagogy and Urban Education*. Boston: Beacon.
- Eodice, Michele, Anne Ellen Geller & Neal Lerner (2017). "What Meaningful Writing Means for Students." *AAC&U Peer Review*. <https://www.aacu.org/peerreview/2017/Winter/Eodice>
- Horner, Bruce. "About Me." University of Louisville English Dept webpage.
- Inoue, Asao (2014). "Theorizing Failure in US Writing Assessments." *Research in the Teaching of English*. 48:3 (February).
- Inoue, Asao (2015). *Antiracist Writing Assessment Ecologies: Teaching and Assessing Writing for a Socially Just Future*. WAC Clearinghouse: Fort Collins, CO.
- Inoue, Asao & Mya Poe, Editors (2012). *Race and Writing Assessment*. New York: Peter Lang.
- Lindquist, Julie (2009). "What's the Trouble with Knowing Students? Only Time Will Tell." *Pedagogy* 10:1 (Winter).
- NCTE (2015). *No Test is Neutral: Writing Assessments, Equity, Ethics, and Social Justice*. Webinar (Nov 2): <https://www.youtube.com/watch?v=B7gHY9BZrA4>
- Peckham, Irvin (2015). "Almost Circumventing the Grading Factory." Blog post (March 8): <http://personalwriting2.blogspot.com/2015/03/almost-circumventing-grading-factory.html>
- Poe, Mya & Asao Inoue, Editors (2016). Special Issue of *College English: Toward Writing Assessment as Social Justice*. 79:2 (November).
- Rose, Mike (2009). "Portraits of Thinking: A College Freshman Writer." Mike Rose's Blog. http://mikerosebooks.blogspot.com/search/label/Mina_Shaughnessy
- Shaughnessy, Mina (1977). *Errors and Expectations: A Guide for the Teacher of Basic Writing*. Oxford UP: New York.
- Shor, Ira (1996). *When Students Have Power: Negotiating Authority in a Critical Pedagogy*. U of Chicago: Chicago.
- Shor, Ira (2009). "Critical Pedagogy is Too Big to Fail." *Journal of Basic Writing*. 28:2.
- Thomas, Paul (2016). "Not How to Enjoy Grading, but Why to Stop Grading." Blog post (May 6): <https://radicalscholarship.wordpress.com/2016/05/06/not-how-to-enjoy-grading-but-why-to-stop-grading/>
- Warner, John (2017). "Contract Grading Journey Part I: First-Year Writing." *Just Learning* blog. <https://www.insidehighered.com/blogs/just-visiting/grading-contract-journey-part-i-first-year-writing>