

## **Language, Power, and Resistance in the Writing Classroom**

Organizer: Amanda Paxton (Trent University Durham)

Recent years have seen a heightened scrutiny of the ways that writing instruction has historically privileged whiteness, middle-class socioeconomic status, and native English-speaking practices implicit in the Standard English — or, what Missy Watson terms the “standardized English” — taught in classrooms. High-profile examples of this line of inquiry include the critical grammar approach now taken by the Rutgers English Department and the social justice statement issued by the University of Washington Tacoma Writing Center in 2017. This panel seeks to further these discussions surrounding the reevaluation of what April Baker-Bell calls “respectability language pedagogies.” What is the role of the postsecondary writing classroom in propagating and/or challenging linguistic elitism, white supremacy, and settler privilege? How can we decolonize the postsecondary writing classroom? The roundtable invites presenters to discuss strategies that address these questions. Topics might include assessment practices (e.g., ungrading, grading contracts, self-assessments, etc.), syllabus and assignment design, curricula foregrounding linguistic choice and diversity, affective pedagogical methods, fostering classroom conversations surrounding language, power, and resistance, etc.

To submit a proposal for this panel, please use the [\*\*Online Submission Form\*\*](#). The deadline for submissions is **Wednesday, 22 December 2021**.