

**Stanford University**  
**Program in Writing and Rhetoric**  
**PWR1 – The Rhetorics of Race, Inequality, Language, and Education**  
**Spring 2022**

---

**Class Days:** Tuesdays & Thursdays, 1:30-3:15 PM (1KH01); 3:30-5:15 PM (1KH02)

**Classroom:** Building 160 – Room 331

**Office Hours:** Tuesdays & Thursdays, 10:00-11:30 AM via Zoom

**Link:** <https://stanford.zoom.us/j/6479236117?pwd=SFVnMytiNOU3Wk9SdjZ1NEdGNzlsZz09>

**Instructor:** Kahdeidra Monét Martin, Ph.D. (she, her, Professor Martin)

**Email:** [kamartin@stanford.edu](mailto:kamartin@stanford.edu)

---

**Course Description**

In this course, we will explore current debates in K-12 and university education that relate to race, inequality, and language. You may have wondered, for instance, what exactly is critical race theory, and what are the central arguments made for and against it in education? What are the best ways to teach bilingual and multilingual students? Is ethnic studies divisive? Do multicultural and antiracist education interfere with academic rigor?

We will examine critical debates regarding language, race, and inequality, how they intersect with each other, and how scholars, politicians, and activists employ various rhetorical strategies to persuade their audiences in these debates. Course topics may include culturally responsive and sustaining pedagogy, bilingual and dual language education, diversity and belonging in private schools, dis/ability studies and inclusion, and gender and sexuality. For all topics, we will discuss, analyze, and write about how various rhetorics can both empower and disempower dominant social groups and those that are marginalized.

For the final research projects, you will have the space to explore your current and burgeoning disciplinary interests as they intersect with the course theme. For example, within dis/ability studies, one might investigate how advances in neuroscience can inform inclusive language and literacy teaching. Alternatively, you might examine the disproportionate representation of students of color and low-income students in special education or their underrepresentation in gifted education. Students with more invested interests in language and culture might use this opportunity to explore the role of cultural rhetorics in decolonial literacy education or the political rhetorics of bilingual and bidialectal education. How do issues of race and linguistic equity factor into the assessment and placement of students in various educational settings?

Our goal is to examine the dynamic and intersectional nature of power and privilege, how rhetoric is used to construct these social positions, and how national and international debates on race, inequality, and language connect to these experiences and our future career aspirations.

**Learning Objectives**

*You can expect to achieve the following learning objectives after completing PWR 1:*

- developing your experience with invention, drafting, rethinking based on feedback, revision, and reflection as you work through the **writing process**.
- developing your ability to **read and analyze texts rhetorically**, taking into account relationships between writer, audience, cultural context, purpose, and argumentative strategies and appeals.
- developing your ability to **compose well-reasoned arguments** and **write persuasively** with audience, purpose, and genre in mind.
- developing your **research skills**, including the ability to craft a focused research question and to locate, analyze, and evaluate relevant sources, including both print-based and digital sources.
- developing your ability, in research and writing, to **engage a range of sources and perspectives** that illuminate a wider conversation about the topic.

## COURSE COMPACT

### The PWR Commitment to Students

The PWR requirement directly supports student development in reading, writing, revising, researching, and presenting at the university level. PWR courses rely on both student-centered instructional methods and classroom activities and full participation from all students in building the classroom community. All features of PWR courses listed below contribute to students' growth in the effective practice of rhetorical communication.

*In their PWR 1 or PWR 2 course, students can expect the following:*

- At least one 30-minute individual conference for each major writing or oral presentation project assigned in the course.
- Formal written feedback on at least one draft of every major writing project, supplemented by any informal written notes that result from conferences.
- Carefully-planned classroom activities focused on the students' own writing and the writing process in the context of the major course assignments.
- Instructor feedback on student work (both written and oral) in a timely fashion, generally within 7 days of submission of the draft or revision.
- Detailed writing, research, and presentation assignments in alignment with the descriptions and recommended lengths provided on the PWR website.
- Information about the writing and speaking support available through the Hume Center for Writing and Speaking.
- Clear written procedures for submission of assignments (whether paper copies or electronic submissions).
- A detailed calendar for the quarter's PWR work, including key dates such as draft due dates, conference dates, and library workshops.

### Expectations for Students in PWR Courses

All Stanford students have the responsibility to commit themselves to their academic work in ways that will increase their learning. In PWR courses, following the guidelines below will give you the best chance of growing as a writer, researcher, reviser, and presenter:

- Attend every class session.
- Come prepared to every class session, having completed all reading and writing assignments.
- Meet all due dates for written work, including drafts and revisions.
- Show up on time for all conferences with questions about how to improve your work.
- Participate in classroom activities including peer review, discussions, and other reading and writing activities.
- To approach the work of the course with the habits of mind critical for success at the university level: intellectual curiosity, openness to new ideas, critical engagement, and creativity.

- To conduct yourself in accordance with the Honor Code and Fundamental Standard.

Overall, I expect you to communicate with me about any issues related to the course. Clear and timely communication can anticipate many standard problems that come up in the course of a quarter; thinking that it's better to miss classes and due dates rather than let me know what's happening to impede your progress will always make matters worse.

### The Hume Center

The Hume Center for Writing and Speaking supports the written and oral communication of all Stanford students. In free one-to-one sessions, trained tutors help students get started on assignments; understand academic conventions in their fields; address and overcome writer's block and speech anxiety; learn strategies for revising, editing, and proofreading; and refine their written and oral delivery. Students may bring work in any genre, including assignments for writing projects or presentations in the major, PWR, Intro Sem or Thinking Matters courses, multimedia projects such as websites or PowerPoints, Honors theses, creative projects, or fellowship or job applications. In academic year 2020-21, all tutoring will be held virtually. To see the Center's hours, to schedule a virtual appointment, or to access virtual drop-in tutoring, please visit the Hume Center website at <http://hume.stanford.edu>.

### Attendance and Participation

Because PWR courses make use of writing activities, in class workshops, and small group discussion, your consistent attendance is crucial to your success. Because much of the work we are doing is collaborative, your attendance also has a direct impact on your classmates' ability to do their work. If you must miss a class for religious holidays, medical reasons, or valid University related activities, you must let me know as far in advance as possible of the absence and obtain information about the work you must do to keep up in class. If you miss a class for any other reason (sudden illness, family emergency, etc.), you should get in touch with me as soon as possible and arrange to make up the work missed. If you do not take responsibility for communicating with me about absences, I will contact you by phone or email and issue a warning about your standing in the course. Should you miss a second unexcused class, your work in the class will be seriously compromised, and a continued pattern of absences may jeopardize your enrollment in the class and trigger a conversation with PWR's Associate Director. The best policy, therefore, is to be in class, on time, every day!

### Campus Resources

**Companion courses:** PWR offers two 1-unit companion courses for any students enrolled in PWR 1 who are interested in additional guided time for work on college-level writing and revision strategies in a small-group setting. Students can enroll in the PWR 1 Workshop (PWR 1WW) or in the PWR 1 Studio (PWR 1WS), a course specifically designed for multilingual writers (students who speak more than one language). Both companion courses are led by a PWR lecturer and provide students with time to focus on the elements of their writing practice that they are most interested in developing further while building community with other writers. There is no additional work assigned outside of class time. Students interested in joining the Workshop or the Studio should write [pwrcourses@stanford.edu](mailto:pwrcourses@stanford.edu) for more information.

**Fellowship and grant resources:** Fellowship, grant and research resources abound at Stanford. We encourage students to consider making their research projects as true to life as possible. The web portal for all undergraduate research and independent projects:

<http://undergrad.stanford.edu/opportunities/research>. Students might also directly visit Haas Center for Public Service or their website, <http://haas.stanford.edu/>; and the Bing Overseas Studies Program at <https://undergrad.stanford.edu/programs/boisp>.

**Off-campus access to library resources:** Some of our readings are accessed through the library's collections, and the links won't work if your internet provider can't tell that you are a Stanford affiliate. Here is a link to the library's instructions on how to set yourself up for access:

<https://library.stanford.edu/using/connecting-e-resources>.

### Academic Integrity

This class will be conducted in compliance with LaGuardia Community College's academic integrity policy. Please review the brochure for more information.

Plagiarism: 'Plagiarism' includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

**Using proper MLA or APA citation styles is the only way to avoid plagiarism.** Reference this website and others for help with formatting:

1. Purdue Online Writing Lab (OWL) MLA Guide: [https://owl.purdue.edu/owl/research\\_and\\_citation/mla\\_style/mla\\_style\\_introduction.html](https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_style_introduction.html)
2. Purdue OWL APA Guide: [https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_style\\_introduction.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html)

**“When in Doubt, Cite!”**

Cheating: Cheating includes any attempt to defraud, deceive, or mislead a professor in arriving at an honest grade assessment. Giving unauthorized help to other students also constitutes cheating.

### Community Norms (adapted from the LaGuardia Community College Declaration of Pluralism)

We are a diverse community. We strive to become a pluralistic community. We respect diversity as reflected in such areas as race, culture, ethnicity, gender, religion, age, sexual orientation, dis/ability and social class.

As a pluralistic community, we will:

- **Celebrate:** group diversity.
- **Honor:** the rights of people to speak and be heard on behalf of pluralism.
- **Promote:** inter-group cooperation, understanding, and communication.
- **Acknowledge:** each other's contributions to the community.
- **Share:** beliefs, customs, and experiences which enlighten us about members of our community.
- **Affirm:** each other's dignity.
- **Seek:** further ways to learn about and appreciate each other.
- **Confront:** the expression of dehumanizing stereotypes, incidents where individuals or groups are excluded because of difference, the intolerance of diversity and the forces of racism, sexism, heterosexism, homophobia, dis/ability discrimination, ageism, classism, and ethnocentrism that fragment the community into antagonistic individuals and groups.

### Office hours and Conferences

**I will hold office hours on Tuesdays & Thursdays, from 10:00-11:30 AM, via Zoom.** Anyone can attend office hours without an appointment, and I will support students in small groups. In addition, I will meet each of you in conferences three times this quarter for 30 minutes each time. You will sign up for conference slots in advance, and they will take place during various times throughout the week. Office hours and conferences are our chance to discuss your writing, your research, and your role in the class. Please use me as a resource if, for example, you are not sure how to proceed with a writing assignment or if you feel things are not going as you had hoped in class.

### Late Work

We have a lot of ground to cover in a short time, so it is very important that you keep up with assignments. Late assignments slow down not only your work but also my work and the work of your peer reviewers as well. Late work will be penalized 1/3 of a grade per day it is late (i.e., from an A to an A-) unless you have communicated with me in advance, and I have agreed to an extension. After one week, I reserve the right not to accept late work at all. In addition, if you submit a draft late, I may not be able to return comments to you in time for you to use them in your revisions.

## Grading

Criteria	Percentage
Community Engagement (Peer Review, Participation)	5
Informal Writing	10
Rhetorical Analysis	20
Texts in Conversation	25
Research-Based Argument	40
<b>TOTAL</b>	<b>100</b>

All assignments—including drafts and other “process” assignments—must be completed and turned in for you to receive a grade. Incompletes are given only in very special cases, and only when the student has completed at least 75% of the work for the course.

## Grading Scale

Grading Scale	
<b>A+</b>	<b>97% - 100%</b>
<b>A</b>	<b>94% - 96.9%</b>
<b>A-</b>	<b>90% - 93.9%</b>
<b>B+</b>	<b>87% - 89.9%</b>
<b>B</b>	<b>84% - 86.9%</b>
<b>B-</b>	<b>80% - 83.9%</b>
<b>C+</b>	<b>77% - 79.9%</b>
<b>C</b>	<b>74% - 76.9%</b>
<b>C-</b>	<b>70% - 73.9%</b>
<b>D</b>	<b>65% - 69.9%</b>
<b>F</b>	<b>Below 64.9%</b>

I realize that a satisfactory grade is important to you, and I hope that you will take intellectual risks and prioritize the development of new writing and research skills this quarter! If you have concerns about a grade that you received, let’s meet and talk about it. If we cannot resolve the issue together, please follow the procedure outlined on the PWR website (<https://undergrad.stanford.edu/programs/pwr/about-pwr/pwr-policies/grade-disputes-and-course-concerns>).

## Major Assignment Sequence

Overall, the total amount of polished, final-draft writing each student should expect to complete per quarter is between 7,500 words (25 pages at 300 words per page) and 9,000 words (30 pages at 300 words per page). In order to pass the class, students must complete both a draft and revision of each major writing assignment.

*The assignment sequence is as follows:*

### **Rhetorical Analysis**

**(1500-1800 words; 5-6 pages)** For this assignment, you will analyze how one of our course texts uses rhetorical strategies to examine power and privilege in education. You will choose from a variety of written and spoken genres, such as academic essays, articles, blogs, interviews, speeches, and movie excerpts. It is designed to introduce students to basic rhetorical concepts, types of appeals, strategies of persuasion, and the complexity of rhetorical situations.

### **Texts in Conversation**

**(1800-2400 words; 6-8 pages)** This assignment will serve as a foundation for the Research-Based Argument paper. It asks students to put texts in dialogue with each other, incorporating different perspectives on key issues. You will select an issue related to race, inequality or language in education and examine 4-6 sources that focus on this issue, analyzing how the authors frame this issue, the rhetorical context of each piece, and how the authors converge and diverge in their differing ideas and argumentation.

### **Research-Based Argument**

**(3600-4500 words; 12-15 pages)** In this culminating research paper, you will conduct further research on the educational issue that you explored for the Texts in Conversation assignment. Synthesizing a range of sources, you will use various rhetorical strategies to advance and defend an argument about this issue and clearly articulate how matters of power and privilege influence both your own positionality and the interests of all stakeholders involved in the issue.

### **Informal Writing Assignments**

Informal Writing Assignments include double-entry journals, reflections, outlines, parts of drafts, and other activities. These writings focus more on fostering critical thinking skills and allow you to reflect on a selected reading passage or piece of writing. We will often share our reflections, journal assignments, and other writing assignments in class.

Double-Entry Journals: Each time that you complete a reading for a given day, you will record and respond to at least four quotations in your notebook, writing quotations on the left side of the page and responses on the right side. This is a double-entry journal. Your journal entries will assist you in gathering evidence for written essays. You need at least four quotations for each reading, so if you have two readings, you need at least eight quotations.

## Criteria for Written Assignments

- All take-home writing assignments must be uploaded to the course Canvas website before class starts on the due date.
- Late papers will lose 1/3 of a grade each day. I will not accept late informal writing assignments.
- Papers must be typed in 12 point readable font (Calibri or Times New Roman) and submitted as Word documents. Please do not submit PDFs.
- You may use MLA or APA citation formats, but be consistent throughout each assignment.

## University Policies

**Requesting an accommodation:** This class seeks ways to become a working and evolving model of inclusion and universal design for all participants. Individuals with disabilities of any kind (including learning disabilities, ADHD, depression, health conditions), who require instructional, curricular, or test accommodations are responsible for making such needs known to me as early as possible. Every possible effort will be made to accommodate students in a timely and confidential manner.

Students who may need an academic accommodation based on the impact of a disability must initiate the request with the Office of Accessible Education (OAE). Professional staff will evaluate the request with required documentation, recommend reasonable accommodations, and prepare an Accommodation Letter for faculty dated in the current quarter in which the request is being made. Students should contact the OAE as soon as possible since timely notice is needed to coordinate accommodations. The OAE is located at 563 Salvatierra Walk (phone: 723-1066, URL: <http://oae.stanford.edu>).

You are encouraged to approach me with any other life circumstances that may affect your participation in the course. These may be personal, health-related, family-related issues, or other concerns. The sooner I know about these, the earlier we can discuss possible adjustments or alternative arrangements as needed for homework, exams, or class.

**Honor Code/Fundamental Standard:** Your Stanford student predecessors fought to have an honor code instituted at Stanford University to institutionalize the rights and privileges of students. Please consider the honor code in that spirit, as a torch you carry on during your time here. Violating the Honor Code is a serious offense, even when the violation is unintentional. The Honor Code is included in the Stanford Bulletin, and you are responsible for understanding the university's rules regarding academic integrity. You should familiarize yourself with the code if you haven't already done so. In brief, conduct prohibited by the Honor Code includes all forms of academic dishonesty, among them copying from another's exam, unpermitted collaboration, representing as one's own work the work of another, revising and resubmitting work for regrading without the instructor's knowledge and consent, and plagiarism.

Plagiarism: "For purposes of the Stanford University Honor Code, plagiarism is defined as the use, without giving reasonable and appropriate credit to or acknowledging the author or source, of another person's original work, whether such work is made up of code, formulas, ideas, language, research, strategies, writing or other form(s)... In considering the subject of plagiarism for purposes of Stanford's Honor Code, it is also imperative to consult the Intent/Reasonable Person Standard." Stanford Honor Code. For detailed examples of what counts as fair or unfair paraphrase and as plagiarism, see also the Purdue Owl. If you have any questions about these matters, do not hesitate to see me. **This syllabus is subject to change. According to my professional judgement, I will adjust readings and assignments to better suit the needs and interests of our learning community.**



Week	Reading Assignments Due	In-Class Resources	Topics & Concepts	Written Assignments Due
1  3/29	None	<ul style="list-style-type: none"> <li>• Introduction:</li> <li>• Review course objectives</li> <li>• Analyze “Jesus was Palestinian” Twitter Rhetoric</li> <li>• Read excerpts from Anzaldúa (1974) <i>Borderlands/ La Frontera</i></li> <li>• Begin annotations &amp; Week 1 DE journal with four quotations</li> </ul>	<ul style="list-style-type: none"> <li>• Intro to Rhetorical Understanding of Writing and Reading</li> <li>• Overview of Course Theme</li> </ul>	None
3/31	<ul style="list-style-type: none"> <li>• Baldwin (1963) “A Talk to Teachers”</li> <li>• hooks (1994) “Language” in Teaching to Transgress</li> <li>• Leonhardt (2021) The Morning-Fighting racism, quietly</li> </ul>	<ul style="list-style-type: none"> <li>• Tell My Story Activity</li> <li>• Middleton (2017) 23 Types of Advertising Appeals Most Commonly Used by Brands</li> <li>• Rajnerowicz (2021) 9 advertising appeals</li> <li>• Rhetorical Analysis BINGO!</li> </ul>	<ul style="list-style-type: none"> <li>• Strategies for Rhetorical Analysis</li> </ul>	<b>Week 1 Double-Entry Journals</b>
2  4/5	<ul style="list-style-type: none"> <li>• Derakhshani et al. (2021) CDA and Rhetorical Analysis of Donald Trump's First Speech to the UN</li> <li>• Yu et al. (2020) Exploring the Role of Media Sources on COVID-19–Related Discrimination experiences</li> </ul>	<ul style="list-style-type: none"> <li>• Appeals in action <a href="#">Video</a>: Dr. Eve Ewing on Chicago school lockouts</li> <li>• The structure of research articles (IMRAD)</li> <li>• Overview of Rhetorical Analysis &amp; Critical Discourse Analysis (SOAPStone, Mullet’s CDA framework)</li> <li>• Small Group: Article Jigsaw and discussion</li> <li>• Rhetorical Analysis: Selections from <i>Unbelonging</i> by Gayatri Sethi</li> <li>• Analyze “Beloved reader” and “Foreward” using gradual release of responsibility</li> <li>• RA Invention Workshop</li> </ul>	<ul style="list-style-type: none"> <li>• Strategies for Rhetorical Analysis</li> <li>• <b>Asian Americans and Model Minority Status</b></li> <li>• Overview of Rhetorical Analysis Assignment &amp; Rhetorical Analysis Invention Workshop</li> </ul>	<b>Week 2 Double-Entry Journals</b>  <b>Sign up for Individual Conferences in Weeks 3-4</b>
4/7	<ul style="list-style-type: none"> <li>• Ho (2021) Anti Asian Racism, Black Lives Matter, and COVID-19</li> <li>• Optional: Watch the <a href="#">video</a> lecture on the same topic</li> <li>• Poon and Segoshi (2018) The Racial</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss Poon and Segoshi (2018)</li> <li>• Analyze <a href="#">#StayMadAbby</a> Twitter posts (Caslin, 2015)</li> <li>• <a href="#">Video</a> [9 min] Jennifer Ho and Frank H. Wu on the 'Model Minority' Myth</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Asian Americans and Model Minority Status</b></li> <li>• Introduce Texts in Conversation (TIC) Assignment</li> </ul>	Come to class with your completed RA invention worksheet

	Mascot Speaks - A Critical Race Discourse Analysis of Asian Americans and Fisher v University of Texas	<ul style="list-style-type: none"> <li>Review TIC Assignment and writing a synthetic essay</li> <li>RA Thesis Workshop and in-class essay drafting</li> </ul>	<ul style="list-style-type: none"> <li>Rhetorical Analysis Thesis Workshop</li> </ul>	
<b>3</b> <b>4/12</b>	<ul style="list-style-type: none"> <li>Ladson-Billings (1998) Just what is critical race theory and what's it doing in a nice field like education?</li> <li>Hoover Institution (2021) <a href="#">Black History Month Profile: Thomas Sowell</a></li> </ul>	<p><b>Library Workshop with Dr. Kathy Kerns Class Meets at Green Library Tierney Room</b></p> <ul style="list-style-type: none"> <li>Introduce TiC and RBA assignments</li> <li>Review student samples of TiC assignments and published pieces</li> </ul>	<ul style="list-style-type: none"> <li>Library Workshop at Green library</li> <li>Rhetorical Analysis Drafts and Peer Review</li> <li><b>Critical Race Theory</b></li> </ul>	<p><b>Rhetorical Analysis Assignment Draft due by 10pm on Canvas and to peer review group</b></p> <p>Individual Conferences</p>
<b>4</b> <b>4/14</b>	<ul style="list-style-type: none"> <li>Burton et al. (2010) Critical Race Theories, Colorism, and the Decade's Research on Families of Color</li> </ul>	<ul style="list-style-type: none"> <li>Introduction to Critical Race Theory</li> <li><a href="#">Documentary (57 min.):</a> Thomas Sowell: Common Sense in a Senseless World</li> <li>Rhetorical Analysis Practice: <a href="#">Video (9 min.):</a> Marc Lamont Hill's Explosive Interview with Rep. Vernon Jones on Critical Race Theory</li> <li><b>In-class Peer Revision Workshop:</b> Come prepared to share RA draft</li> </ul>	<ul style="list-style-type: none"> <li>Rhetorical Analysis Drafts and Peer Review</li> <li><b>Critical Race Theory</b></li> <li>Critiques of Critical Race Theory</li> <li>Introduce TiC and RBA assignments</li> </ul>	<p><b>RA Peer Review Comments due by the start of your class section</b></p> <p>Individual Conferences</p>
<b>4</b> <b>4/19</b>	<ul style="list-style-type: none"> <li>Rufo (2021) What Critical Race Theory Is</li> <li>Givens (2021) <a href="#">What's Missing From the Discourse About Anti-racist Teaching</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Video (5 min.):</a> "What is Critical Race Theory" James Lindsay on Prager University</li> <li><a href="#">Video (17 min.):</a> Marc Lamont Hill Talks to Authors of 'Responding to Social Justice Rhetoric' Cheat Sheet</li> <li>Review student samples of TiC assignments and published pieces</li> <li>In-Class free-write: What issues do you care</li> </ul>	<ul style="list-style-type: none"> <li><b>Critical Race Theory</b></li> <li>Critiques of Critical Race Theory</li> <li>Introduce TiC assignment</li> </ul>	<b>Week 4 Double-Entry Journals</b>

		about related to race, inequality, language, and education? (400 words)		
4/21  <b>Virtual</b>	<ul style="list-style-type: none"> <li>Larnell et al. (2016) Rethinking Teaching and Learning Mathematics for Social Justice</li> <li>Ohanian (2021) <a href="#">Critical Race Math Education Violates The Standard Principles Of Science</a></li> </ul>	<p><b>Synchronous Class Meeting</b> via scheduled Zoom Meeting on Canvas</p> <p><b>*Dr. Martin will be presenting research at the American Educational Research Association</b></p> <ul style="list-style-type: none"> <li>In-Class TiC peer workshop: Revisit your free write and expand on one of the issues. Why is it important to you? Why is it important for others to know about? (400 words)</li> </ul>	<ul style="list-style-type: none"> <li><b>No office hours today</b></li> </ul>	<p><b>Topic due for the TiC &amp; RBA Assignments</b></p> <p><b>Rhetorical Analysis Final Draft due Friday, April 22<sup>nd</sup>, by 11:59pm on Canvas</b></p>
5  4/26  <b>Virtual</b>	<ul style="list-style-type: none"> <li>Read and annotate 2-3 articles on your research topic</li> </ul>	<p><b>Asynchronous Class Meeting</b></p> <ul style="list-style-type: none"> <li>Read and comment on the draft introductions of each person in your peer review group. Peer comments are due by the END of your class meeting time.</li> </ul>	<p><b>No office Hours today</b></p> <ul style="list-style-type: none"> <li>Student choice readings for TiC &amp; RBA</li> </ul>	<p><b>Draft a two paragraph introduction to your TiC assignment, due by 12pm Noon on Canvas.</b></p> <p><b>Sign up for Individual Conferences in Weeks 6-7</b></p>
4/28	<ul style="list-style-type: none"> <li>Read and annotate 2-3 articles on your research topic</li> </ul>	<ul style="list-style-type: none"> <li>Activity: Synthesizing information from articles on your topic</li> <li>In-class TiC Writing Workshop (Drafting)</li> </ul>	<ul style="list-style-type: none"> <li>Student choice readings for TiC &amp; RBA</li> </ul>	
6  5/3	<ul style="list-style-type: none"> <li>Hart &amp; Risley (2003) The Early Catastrophe</li> <li>Dyson (2015) The Search for Inclusion</li> </ul>	<ul style="list-style-type: none"> <li>Overview of Word Gap discourse</li> <li>Whole Group: Synthesizing readings across weeks- Themes, patterns</li> </ul>	<ul style="list-style-type: none"> <li><b>The Word Gap</b></li> <li>TiC Revisions</li> </ul>	<p><b>Texts in Conversation Assignment Draft due by 10pm on Canvas and to peer review group</b></p> <p>Individual Conferences</p>
5/5	<ul style="list-style-type: none"> <li>Golinkoff et al. (2018) Talking with children matters: Defending the 30 million word gap</li> <li>Kamenetz (2018) Let's Stop Talking</li> </ul>	<ul style="list-style-type: none"> <li>Rhetorical Analysis of Word Gap discourse</li> <li><b>In-class Peer Revision Workshop:</b> Come prepared to share TiC draft</li> </ul>	<ul style="list-style-type: none"> <li><b>The Word Gap</b></li> <li>TiC Revisions</li> </ul>	<p><b>TiC Peer Review Comments due by the start of your class section</b></p> <p>Individual Conferences</p>

	About The 30 Million Word Gap			
7 5/10	<ul style="list-style-type: none"> <li>1-2 articles for your RBA assignment</li> </ul>	<ul style="list-style-type: none"> <li>Introduction to Critical, Decolonial Epistemologies</li> <li>Scaffolding Activities for RBA</li> <li>Independent Writing Time</li> </ul>	<ul style="list-style-type: none"> <li>Student choice articles on RBA assignment</li> </ul>	<p>Sign up for individual conferences Weeks 8-9</p> <p>Week 7 Double-Entry Journals</p>
5/12	<ul style="list-style-type: none"> <li>1-2 articles for your RBA assignment</li> </ul>	<ul style="list-style-type: none"> <li>View Film: <i>Talking Black in America</i> (1 hr)</li> <li>Scaffolding Activities for RBA</li> <li>Independent Writing Time</li> </ul>	<ul style="list-style-type: none"> <li>Student choice articles on RBA assignment</li> <li>Big Picture Revision (Structure, paragraphing, topic sentences)</li> </ul>	<p>Texts in Conversation Final Draft due by 11:59pm on Canvas</p>
8 5/17	<ul style="list-style-type: none"> <li><a href="#">Video</a>: Ofelia Garcia &amp; Li Wei - Translanguaging: Language, Bilingualism and Education (2014) by Mike Mena</li> <li>Flores &amp; Garcia (2017) A Critical Review of Bilingual Education in the United States: From Basements and Pride to Boutiques and Profit</li> </ul>	<ul style="list-style-type: none"> <li>What is Translanguaging? What is translanguaging pedagogy?</li> <li>Guest Speaker: TBD</li> </ul>	<ul style="list-style-type: none"> <li>Bilingual and Dual Language Education</li> </ul>	<p>Research Based Argument Draft #1 due by 10pm on Canvas and to peer review group</p> <p>Complete 3 revision quests</p> <p>Individual Conferences</p>
5/19	<ul style="list-style-type: none"> <li>Martin et al. (2019) Countering Raciolinguistic Ideologies: The Role of Translanguaging in Educating Bilingual Children</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Video</a>: Flores and Rosa - "Undoing Appropriateness: Raciolinguistic Ideologies..." (2015) by Mike Mena</li> <li><b>In-class Peer Revision Workshop</b>: Come prepared to share RBA Draft #1</li> </ul>	<ul style="list-style-type: none"> <li>Bilingual and Dual Language Education</li> <li>RBA revisions (style and invention)</li> </ul>	<p>RBA Peer Review Comments due by the start of your class section</p> <p>Individual Conferences</p>
9 5/24	<p>1-2 articles for RBA assignment</p>	<ul style="list-style-type: none"> <li>Scaffolding activity on diction and varying sentence structure</li> <li>Scaffolding activity on revising in-text and bibliographic citations &amp; misc.</li> <li>Independent writing time</li> </ul>	<ul style="list-style-type: none"> <li>RBA revision (Style &amp; Concision)</li> </ul>	<p>Research Based Argument Draft #2 due by 10pm on Canvas and to peer review group</p> <p>Complete 3 revision quests</p>

5/26	1-2 articles for RBA assignment	<ul style="list-style-type: none"> <li>• Scaffolding activity on making writing more concise</li> <li>• Independent writing time</li> <li>• <b>In-class Peer Revision Workshop:</b> Come prepared to share RBA Draft #2</li> </ul>	<ul style="list-style-type: none"> <li>• RBA revisions (Conclusions and Citations)</li> </ul>	Come to class with latest RBA draft and completed Works Cited (MLA) or References (APA)
10  5/31		<p><b>Final Class Meeting</b> 😊</p> <ul style="list-style-type: none"> <li>• Course Reflections</li> <li>• Reminder about course evaluations</li> <li>• Rhetoric BINGO for prizes!</li> </ul>		<p><b>Final Research Based Argument due Tuesday, June 7<sup>th</sup>, by 5pm on Canvas</b></p>

# Words	# Pages double-spaced	# Paragraphs
250	1	3
600 - 800	~ 2 ½ - 3 ½	4 - 6
1200	~ 4 ½	8 - 10

