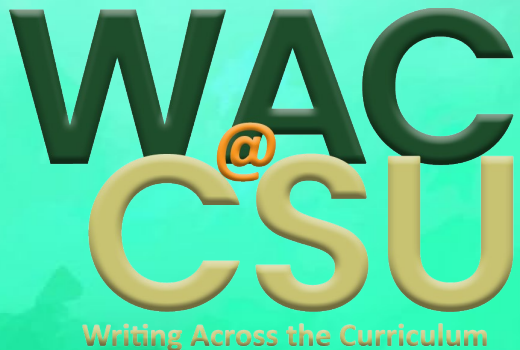


Talking About WAC

Recorded Workshops on Writing
Across the Curriculum

MAKING MEANING OF YOUR (EMERGING) MINORITY- SERVING INSTITUTIONAL DESIGNATION THROUGH WRITE-TO-LEARN ASSIGNMENTS



CALEB GONZÁLEZ

THE UNIVERSITY OF TEXAS RIO
GRANDE VALLEY



ANCESTRAL LAND ACKNOWLEDGEMENT

OUR INSTITUTION IN THE LOWER RIO GRANDE VALLEY OF TEXAS SITS ON THE ANCESTRAL LAND OF THE KARANKAWA, TĀP PĪLAM COAHUILTECAN, NDÉ KÓNITSAĀÍ GOKÍYAA (LIPAN APACHE), CARRIZO/COMECRUDO, AND RAYADOS/BORRADOS. WE ACKNOWLEDGE AND PAY RESPECT TO THEIR ELDERS AND THEIR PAST, PRESENT, AND FUTURE PEOPLES, CULTURES, LANGUAGES, AND COMMUNITIES.

WHAT MY OWN WORK IS ABOUT...



- **HOW WE TEACH WRITING AND PREPARE WRITING INSTRUCTORS AT HISPANIC-SERVING INSTITUTIONS (HSIS) AND EMERGING HISPANIC-SERVING INSTITUTIONS (EHSIS)**
- **HOW WE WORK WITH WRITERS ENGAGING IN VARIOUS AREAS OF WRITING (PROFESSIONAL WRITING, TECHNICAL WRITING, FIRST-YEAR WRITING, MULTIMODAL WRITING ETC...) THROUGH THE LENS OF CULTURALLY SUSTAINING PEDAGOGIES (CSP)**
- **ALSO WRITING IN VARIOUS DISCIPLINES THROUGH WRITE-TO-LEARN & WRITE-TO-ENGAGE PROMPTS/ACTIVITIES**



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WHAT IS A HISPANIC-SERVING INSTITUTION?

- HISPANIC-SERVING INSTITUTION (HSI): A COLLEGE OR UNIVERSITY THAT HAS AT LEAST 25% OF ITS UNDERGRADUATE STUDENTS ENROLLED FULL-TIME AND IDENTIFYING AS LATINX, LATINE.
- EMERGING HISPANIC-SERVING INSTITUTION (EHSI): INSTITUTIONS WITH LATINE/X ENROLLMENTS RANGING BETWEEN 15-24 PERCENT
- MANY MORE MINORITY-SERVING INSTITUTIONS (MSIS): HISTORICALLY BLACK COLLEGES & UNIVERSITIES (HBCUS), TRIBAL COLLEGES AND UNIVERSITIES (TCUS), PREDOMINANTLY BLACK INSTITUTIONS (PBIS), ASIAN AMERICAN NATIVE AMERICAN PACIFIC ISLANDER SERVING INSTITUTIONS (AANAPISIS) — LOTS OF INTERSECTIONALITY INCLUDING AT PREDOMINANTLY WHITE INSTITUTIONS (PWIS)

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WHAT THIS MEANS FOR US AS TEACHERS...

- JUST BECAUSE OUR UNIVERSITY **ACKNOWLEDGES & EVEN CELEBRATES** ITS SHIFTING STUDENT POPULATIONS **DOES NOT MEAN** THAT IT IS **SUPPORTING** A SHIFT IN **HOW STUDENTS LEARN AND ENGAGE.**
- IMPORTANT TO UNDERSTAND THAT STUDENT POPULATIONS ARE SHIFTING IN OUR CLASSROOMS, AND WE ARE **RESPONSIBLE** TO SHIFT WITH THEM!
- **SHIFT**: DEFICIENT APPROACHES OF LEARNING TO **ASSET-BASED APPROACHES**

CULTURALLY RESPONSIVE & SUSTAINING PEDAGOGIES (CRP & CSP)



- CULTURALLY SUSTAINING PEDAGOGIES (CSP): CULTURALLY SUSTAINING PRACTICES (CSP) → **ALLOW, INVITE, AND ENCOURAGE STUDENTS** TO **NOT ONLY USE** THEIR **CULTURAL PRACTICES** FROM HOME IN SCHOOL, BUT TO **MAINTAIN THEM**. CSP ALLOWS STUDENTS TO EXIST NOT ONLY IN THE CULTURE OF THEIR SCHOOL, BUT ALSO IN THE CULTURE OF THEIR HOME. (PARIS & ALIM, 2017; **SMOKER BROADDUS**)

WRITE-TO-LEARN & WRITE-TO-ENGAGE DESIGN

- WRITE-TO-LEARN PROMPTS/ACTIVITIES: SHORT, IMPROMPTU OR OTHERWISE INFORMAL AND LOW-STAKES WRITING TASKS THAT **HELP STUDENTS THINK THROUGH KEY CONCEPTS OR IDEAS** PRESENTED IN A COURSE.
- WRITE-TO-ENGAGE PROMPTS/ACTIVITIES: RELIES HEAVILY ON THE IDEA THAT STUDENTS CAN BENEFIT FROM ENGAGING IN WRITING ACTIVITIES THAT HELP STUDENTS **WORK WITH AND DEVELOP GREATER CONTROL OF THE CONCEPTS, CONCEPTUAL FRAMEWORKS, SKILLS, PROCESSES, AND ISSUES ADDRESSED IN A COURSE.**



WHY DOES THIS TEACHING (RE)MIX OR REVISION (W2L, W2E, & CSP) MATTER

- **WE TAKE RESPONSIBILITY** FOR REMIXING/REVISING/RESHIFTING OUR TEACHING PRACTICES & WRITING DESIGN TO PROVIDE MANY WAYS OF ENGAGING STUDENTS. (NOBODY ELSE WILL DO IT)
- **WE DISRUPT A BUSINESS-AS-USUAL** MODEL OF LEARNING AS A TRANSACTION. (MORE ABOUT RELATIONALITY, COLLECTIVITY, SUPPORT AND RESPONSE)
- **WE APPRECIATE** WHAT OUR **STUDENTS BRING** TO LEARNING.
- **WE CAN MAKE MEANING OF THE SHIFTS** THAT ARE HAPPENING AT OUR COLLEGES AND UNIVERSITIES.

WHAT DOES THIS TEACHING (RE)MIX LOOK LIKE?



- **WRITE-TO-ENGAGE** **STORIES & EXPERIENCES:** CENTER STUDENTS' EXPERIENCES AND STORIES AND WHAT THEY BRING TO THEIR LEARNING
- **ASSET-ORIENTED DESIGN** (LEARNING FROM WHAT STUDENTS BRING) **VERSUS** **DEFICIT-ORIENTED DESIGN** (SET PREMISE: STUDENTS DON'T KNOW THEREFORE THEY MUST LEARN)
- IT'S ABOUT **GAUGING WHAT STUDENTS KNOW** AND **HOW THEY KNOW** AND STARTING FROM THERE.

(Context of Professional Writing) Write-to-Learn **Ejemplo**

Accomplishment statements (concept) on a resume: Describe a previous job that you would list on your own resume. What were your responsibilities? What did you accomplish/achieve in the role? What did you bring/add to the role? How did you make it your own?

Can illuminate:

How job writing is informed by our experiences and stories

Opportunities for "aha" moments that emerge from the self

Meaning-making in the resume writing process by valuing the labor that we have done and that shape our professional identities

WHAT DOES THIS TEACHING (RE)MIX LOOK LIKE?

- WRITE-TO-LEARN & WRITE-TO ENGAGE **SOUND-BASED APPROACHES**:
- STUDENTS LEARN AND GRAPPLE WITH A CONCEPT BY EXPLAINING IT IN **THEIR OWN VOICE** (**OPTION FOR VARIOUS MODES**)
- FOCUS ON THE **BODY**, THE **SENSES**, ON **AFFECT & DISCOVERY** (**STEPH CERASO ON PEDAGOGUE PODCAST**)
- **AN ACTIVITY** FREE OF WRITING EXPECTATIONS THAT STUDENTS MIGHT PERCEIVE AS NEEDING TO "WRITE PROPERLY" IN THEIR DISCIPLINE. IF THE EMPHASIS IS CONCEPTUAL AND ON DISCOVERY, **VOICE** CAN AID THE LEARNING PROCESS (*VOICE INTERPRETED BROADLY*).

(Context of Nursing) Write-to-Engage or Vlogging to Engage **Ejemplo**

Talk about your understanding of **the nursing metaparadigm**. What does each key concept mean to your understanding of health in the community health: **person, environment, health, and nursing**.

Person: Centering care on the individual

Environment: The impact of surroundings on care

Health: Defining wellness in nursing

Nursing: The art and science of caring (acompañamiento)

Could be taught in a broader context of documenting sensory experiences in healthcare for the purpose of discovering a praxis of listening (even a sensory journal with audio-based reflections) or one that is a documentary of student learning (**J Valentin Vlogs at UTRGV**) – We then **listen & even respond**.



A Day In The Life Of A Male Nursing Student | UTRGV | Nursing Vlog #6



J Valentin
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Our instructor demonstrating a
Head-To-Toe assessment



WHAT DOES THIS TEACHING (RE)MIX LOOK LIKE?

- WRITE-TO-LEARN **PLÁTICA-STYLE**: ROUGHLY TRANSLATES TO “CHAT” OR “DISCUSSION” **COLLABORATIVE PROCESS** THAT DRAWS ON CHICANA FEMINIST THEORY. IT'S A METHOD THAT AIMS TO DE-COLONIZE THE RESEARCH PROCESS BY CENTERING THE VOICES AND KNOWLEDGE OF CONTRIBUTORS.
- VALUES **COLLECTIVE LEARNING**.
- **DE-COLONIZE**: INSTRUCTOR AND STUDENT ARE EN CONVERSACIÓN – MORE LEVELED STRUCTURE THOUGH NEVER COMPLETELY
- **RELATIONAL-LEARNING** & DEVELOPING KNOWLEDGES EN RELACIÓN AND IN **JOY, CON GOZO!**

(Context of Writing) Write-to-Engage **Ejemplo**

How are you making meaning of the **research** process? What even “counts” as a source?

Talk about some of the sources that you found today in class for your research project. In what ways are they useful (or not useful) for your upcoming project?

What additional sources can you use to develop your project? (e.g., interviews, podcasts, videos etc.)

- We **still** discuss credibility of sources, and this is an opportunity for students to think through credibility and even think through/clarify credibility of the sources they bring. (e.g., la abuela as un centro de sabiduria)
- This requires response from the instructor (e.g., individual, global feedback, one-on-one conferencing, after class chats) & even a student reply back!



LA ABUELA
→ ♥ ← MAS ← ♥ →
CHINGONA
♥ ♥ ♥

CRP & CSP WRITE-TO-ENGAGE DESIGN TYPICALLY HAS THE FOLLOWING DESIGN “MOVES”...

- MORE THAN ONE **QUESTION** - FOR OPTIONS AND TO CREATE VARIOUS LEARNING CONNECTIONS
- INCLUDES **RESPONSE** FROM TEACHERS (NOT ONLY FEEDBACK) – TO CREATE CONVERSATION AND COMUNIDAD
- OPEN TO & INTENTIONAL ABOUT **VARIOUS MODES** OF WRITE-TO-ENGAGE & WRITE-TO-LEARN





THANK YOU!

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MORE RESOURCES

- CULTURALLY RESPONSIVE
TEACHING FROM MANDY
SMOAKER BROADDUS,
PRACTICE EXPERT IN
NATIVE EDUCATION

[HTTPS://WWW.YOUTUBE.
COM/WATCH?V=E68YPB0
V1EQ&T=1S](https://www.youtube.com/watch?v=E68YPB0V1EQ&t=1s)



(Context of Food Studies) Write-to-Learn **Ejemplo**

How do guests use food research/stories in their discussions of fire, water, air, and earth? What does food mean for various communities? How do you define food research? (and others...)

Can illuminate:

How food and food research are culturally, socially, politically, and economically informed.

Opportunities for "aha" moments, gaps, and critique

Students' own interpretations and meaning-making of food research & stories