

# Resources on Antiracist and Decolonial Pedagogy for Language and Writing Classrooms

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## Checklist on Antiracist and Decolonial Teaching

- Abbreviated Handout
- [Extended Handout](#)

## Antiracist Reading Lists

- [Yale's](#)
- [New York Time's](#)
- [Andrea Aebersold's](#)
- [Online Pedagogy](#)

## Resource Pages from Higher Education Institutions

- [City College of New York's Teaching and Learning Center](#)
- [Yale's Poorvu Center for Teaching and Learning](#)
- [Brown University's The Harriet W. Sheridan Center for Teaching and Learning](#)
- [Columbia Center for Teaching and Learning](#)
- [Emory University: Teaching about Racism](#)
- [University of Southern California Library System's Antiracist Pedagogy Guide](#)
- [Vanderbilt University's Teaching Race: Pedagogy and Practice](#)
- [Wheaton College Massachusetts: Becoming an Anti-Racist Educator](#)

## Readings for Students (and Teachers!) on the Politics of Language

[This resource](#) provides links to bibliographies, as well as citations for over 150 texts, videos, websites, memes, and other resources that all deal with the politics of language and that could be assigned in our classes.

## Grading Contracts and other Antiracist Writing Teaching/Assessment

The following resources are good places to start for writing teachers interested in learning more about grading contracts and antiracist teaching and assessment.

- Asao Inoue's [free to download] book, [Antiracist Writing Assessment Ecologies: Teaching and Assessing Writing for a Socially Just Future](#)
- Asao Inoue's [free to download] book, [Labor-Based Grading Contracts: Building Equity and Inclusion in the Compassionate Writing Classroom](#)
- Asao Inoue's and Mya Poe's handout "[How to Stop Harming Students: An Ecological Guide to Antiracist Writing Assessment](#)"
- Kate Navickas' "[Grading Contracts 101](#)" (brief introduction to grading contracts)
- Genevieve García de Müller's [Writing Across the Curriculum Program](#), especially [this syllabus guiding instructors to learn about antiracist teaching](#).

## Field-Supported Statements on Racial and Linguistic Justice

- CCCC's [Students' Right to Their Own Language](#)
- NCTE's [Statement on Anti-Racism to Support Teaching and Learning](#)
- CCCC's [This Ain't Another Statement! This is a DEMAND for Black Linguistic Justice!](#)

## Sample Curriculum and other Teaching Materials

- [First-year writing course](#) where the topic of inquiry is the politics of language
- April Baker-Bell and Carmen Kynard's [Black Language Syllabus](#)
- [Questions to pose to students](#) to invite critical discussions on the racist and colonizing politics of English (scroll down to see bulleted list)
- [Assignment inviting students to analyze harmful linguistic ideologies](#) in everyday examples of language conflict
- Brooke Schreiber's [Translingual Writing Assignments](#)
- [Printable poster outlining the strands of monolingualist ideologies](#) (based on Missy Watson and Rachael Shapiro's "[Clarifying the Multiple Dimensions of Monolingualism: Keeping Our Sights on Language Politics](#)")
- [Printable poster outlining strategies for taking a translingual approach into the writing center](#) (based on Rachael Shapiro and Celeste Del Russo's "Six Strategies for Translingual Tutoring: Working for Racial and Linguistic Justice in the Writing Center." Under review at Praxis: A Writing Center Journal)

## Sample Publications Describing Translingual Teaching

Building translingual dispositions and collaborating across languages and nations:

- Jerry Won Lee and Christopher Jenks' "[Doing Translingual Dispositions](#)"

Negotiating students' language differences:

- Sarah Stanley's "[Noticing the Way: Translingual Possibility and Basic Writers.](#)"
- Vanessa Kraemer Sohan's "[Relocalized Listening: Responding to All Student Texts from a Translingual Starting Point](#)"

Examining raciolinguistic ideologies through role-play:

- Kate Seltzer's "[Performing Ideologies: Fostering Raciolinguistic Literacies through Role-Play in a High School English Classroom.](#)"

Engaging students in linguistic ethnography:

- Lucas Corcoran's "[“Languaging 101’: Translingual Practices for the Translingual Realities of the SEEK Composition Classroom](#)"

Engaging students in writing literacy narratives/autobiographies:

- Suresh Canagarajah's [\*Translingual Literacy Autobiographies as Translingual Writing\*](#)

Engaging students in translation work:

- Bruce Horner and Laura Tetreault's "[Translation as \(Global\) Writing.](#)"
- Kiernan, Julia; Meier, Joyce; Wang, Xiqiao's "[Negotiating Languages and Cultures: Enacting Translingualism through a Translation Assignment](#)"

Engaging students in code-meshing pedagogies:

- Suresh Canagarajah's "[Negotiating Translingual Literacy: An Enactment.](#)"
- Theresa Malphrus Welford's "[Code-meshing and Creative Assignments: How Students Can Stop Worrying and Learn to Write Like Da Bomb](#)"

Drawing on students' linguistic repertoires:

- Amy Lueck and Shyam Sharma's "[Writing A Translingual Script: Closed Captions In The English Multilingual Hearing Classroom](#)"