

A Heuristic for CLA-ifying (CLacking?) Our Assignments

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***Please see NOTE on p. 2 for information about the CLA Assignment Library!**

Questions to ask ourselves....

1. How might this assignment deepen students' understanding of power/privilege in relation to language?

- ◆ Linguistic autobiography (including examples of privilege and/or stigma)
- ◆ Analysis of [linguistic prejudices/stereotypes in media](#) (TV, film, etc)
- ◆ Research Paper (secondary or primary) on language-related topics
 - Varieties of English (history, features, attitudes)
 - Heritage/world language/ESOL programs,
 - [Language loss](#)/revitalization
 - English-only/official English legislation, [native-speakerism](#)
 - Linguistic [appropriation](#) and/or reclamation (e.g., the word "[queer](#)")

2. How can students trace "language" as a thread within discussions of social issues and institutional priorities, such as diversity, equity, inclusion, and anti-racism?

- ◆ Unpacking examples of [linguistic profiling](#) and/or [asymmetrical talk](#)
- ◆ Examining bias in the language of news media
 - e.g., [headlines analysis](#), discourse analysis project
- ◆ Critical story-telling and narrative analysis, with attention to language
 - [Adiche's "Danger of a Single Story"](#) is a great starting point!
- ◆ Connecting to other social justice issues–e.g., inclusive language, [land acknowledgements](#), language acknowledgements by [L. Aull](#), [R. Moreno](#),
 - [CCCC "Demand for Linguistic Justice"](#)

3. How does this assignment invite students to make informed decisions, drawing on a rich linguistic repertoire and nuanced rhetorical knowledge?

- ◆ "Writing Beyond the Classroom" (w/ Memo explaining writer's choices)
- ◆ Portfolio cover letter (Can reference a variety of assignments)
- ◆ Inquiry into use of AI in writing (e.g., [Quillbot](#), others–e.g., [Inside Higher Ed](#))

4. How does this assignment help students explore the tensions around standardized language, academic norms and conventions, etc.?

- ◆ Empirical research ([surveys](#), interviews, etc.) on linguistic attitudes
- ◆ Grammar Autobiography
- ◆ Teaching Philosophy statement

Before/After Examples

Original	Revised/CLA-ified
Literacy autobiography	Language/grammar autobiography (can include experiences w/ reading/writing)
Research-based paper on social justice question	Research-based paper on linguistic justice question
Rhetorical analysis of text/media	Media analysis with focus on language use or linguistic stereotypes/prejudices OR Critical Discourse Analysis (can include rhetorical moves, narrative strategies, etc.)
Teaching philosophy statement (general)	Philosophy of language teaching (could be one section in larger statement or portfolio)
Writing as service learning/community engagement	Writing to publicize and/or support linguistic justice organizations and initiatives (e.g., VT Language Justice) OR Writing that mixes codes, styles, etc. to communicate with audiences “outside the classroom”

NOTE: To submit an assignment of your own to the CLA Assignment Library, please fill out this form: <https://forms.gle/4kVbRPvRn694qz4r9> . If your assignment is selected (and I assume most will be!), you will receive a **\$25 gift card or direct Venmo payment**, as a small token of appreciation 😊.

The library, which will be available eventually with the Teaching Resources at the [CLA Collective](#) website, will give clear attribution to the creator of each assignment.