

CALL FOR CONTRIBUTIONS

“Varietal Englishes in the Academy” Project

Because the writing, structure, and rhetoric of research writing in the academy often acts as a gatekeeping function, it is important for us to interrogate the ways in which it is keeping innovative voices from being heard, just because they may speak a “non-standard” English variation.

In the interest of reconstructing educational possibilities in spaces that have historically required an academic writing style, we invite you to share your thoughts and experiences regarding the following questions:

- How do we as teachers/instructors/professors “construct educational possibilities” for varietal-English-speaking students in academic writing? *Feel free to share your own personal experiences as a varietal-English speaker as well*
- How do we call attention to and potentially subvert the gatekeeping function that academic English often has for new scholars?
- What are your experiences with writing/academic writing/gate keeping?

Please also feel free to share any of your most useful resources on this topic!

We will put everyone's writing together in a cohesive narrative, and all contributors will have an author credit. Thanks in advance for your thoughts and words--we look forward to working with you!

We are planning to publish this piece in the open-access *Journal of Urban Learning, Teaching, and Research* (jultr.online)

Please direct any questions to:

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LINKS:

CONSENT FORM: <https://forms.gle/mSGM6HrmU6XNv4rJ8>

SUBMIT WORK & BIO HERE:

https://drive.google.com/drive/folders/1HDA1oQxfv5DejvoDqZfe-vzss2aEvbXl?usp=share_link