**Statement on Antiracist Writing Pedagogy and Program Praxis**

*Our Beliefs*

We in the Expository Writing Program—program directors, instructors, and staff—believe in teaching writing as social action and ethical communication. In our role as educators, we are committed to better understanding and working against the various forms of systemic oppression emanating from racial capitalism and White supremacy that underscore the social conditions of teaching, learning, and living that we, our students, and others experience in the university, in our social institutions, and in our everyday lives. Rather than simply a matter of individual biases or prejudices, we understand and stress that racism and other forms of discrimination are pervasive, intersectional, and built into our educational, economic, and political systems. Systemic oppressions of marginalized social identities and relations are collective ongoing problems that concern all of us, that we all participate in perpetuating often unconsciously and unintentionally, and that require us to work together to resist and transform with empathy, care, intention, and commitment to social equity and justice.

*Our Vision & Praxis*

We acknowledge that literacy education in the U.S. was built on a foundation of racism, White supremacy, and settler colonialism and has been complicit in delegitimizing (and often penalizing) the language practices, experiences, and knowledges of minoritized and historically underrepresented peoples. We seek to transform this ongoing systemic inequity and discrimination by developing writing curriculum, assessment practices, teacher development programs, and language policies that recognize linguistic and other differences as the norm of communication and that stress rhetorical effectiveness and ethical language use across different contexts, genres, purposes, audiences, and writing occasions. (See CCC’s Students’ Right to Their Own Language and Guideline on the National Language Policy for more information).

In teaching writing as social and ethical literacy, we are committed to developing antiracist and equitable pedagogical frameworks in our writing program and policies, in our teaching preparation and mentoring efforts, and in our curriculum and classroom practices. Antiracist pedagogical frameworks, as we understand them, are intersectional, which means that they examine the different forms of intersectional experiences and power relations of race, class, gender, and other social, political, and cultural identities and experiences that may manifest in texts that we read and write, in student and teachers’ experiences, and in classroom and broader social dynamics. While this statement and the below examples only signal the start to ongoing work, we seek to support our students and instructors through active antiracist and equity-focused pedagogies and program praxis that:

* contextualize writing as a social practice that helps students examine how writing might be practiced as ethical, empowering, and self-reflexive literacy;
* make instituted and sustained efforts on recruiting and retaining instructors and administrators of color and of historically marginalized identities through equitable hiring practices and antiracist forms of support for teacher development;
* encourage and support all instructors to practice antiracist pedagogy critically responsive to the contexts of their social identities, positionalities, teaching philosophies, and disciplinary and course objectives;
* resist Eurocentric and White U.S.-centric curricula and engage in curating reading and writing curricula that centers voices, knowledges, and experiences from marginalized authors and discourse traditions;
* explore the relationships among writing, language, power, and social identities such as race, class, gender, sexuality, ability, mobility, faith/religion, and citizenship;
* include content for histories of oppression and ongoing social inequities in responsible ways that do not ask the students of marginalized identities to relive the trauma, but that ask all students to engage in social issues and how they relate to writing with criticality;
* create writing occasions through assignment design that invite students to practice their fluid language and literacy repertoires for different audiences, contexts, media, and situations with varying stakes;
* develop writing assessment criteria for grading, peer-reviews, and students’ self-assessment that emphasizes writers’ development and their language choices and rhetorical effectiveness based on the writing occasion, genre, purpose, and audience rather than strictly on monolingual and dominant academic English norms and standards of correctness;
* nurture classroom learning environments in which students and teachers are committed to engaging in critical and productive dialogue—even through uncomfortable moments—on issues of equity, justice, difference, and power as they manifest in class readings, writing, discussion, and more broadly;
* conceptualize and practice teaching and learning with accessibility and Universal Design principles within the context of antiracism
* encourage students to draw on and practice embodied, multiple, and vernacular knowledges and language repertoires, for example, by making connections between their lived experiences and academic research and inquiries that complicate the notions of objectivity and neutrality in writing and academic learning;
* encourage students to learn with each other how to be actively antiracist in writing practices and social relationships that surround writing;
* practice ongoing metacognition and self-reflexivity with regards to our own teaching philosophies, classroom practices, power, policies, and positionality to help create more equitable classrooms and curricula and a more actively antiracist writing program.

Our statement on antiracist writing pedagogy and program praxis has been inspired by the following publications and documents:

UW Tacoma Writing Center’s Statement on antiracist & social justice

UW Public Health Program’s Commitment to Anti-Racism

CCCC Position Statement on Language, Power, and Action

CCCC Statement on Students' Right to Their Own Language

CCCC Statement on National Language Policy