

## Example

### Language Diversity/Linguistic Justice Statement for Course Syllabi

*Courtesy of Tieanna Graphenreed, Amber Simpson (2018)*

The graduate students of the English Graduate Association (EGA) commit to an ethic that centers, encourages, and uplifts language difference and linguistically diverse writing and speech. Occupying dual roles as “student” and “teacher” with varying research interests and writing styles, we simultaneously navigate and bear witness to the tensions between traditional academic writing and our own identities. Similarly, we recognize that conventions of Standard American Edited English writing and English Language Learning impede access to academic spaces for our students and, ultimately, exclude student writers who are non-white, non-wealthy, non-Christian, and occupy unstable positions of citizenship with or without documentation. That is, our students most victimized by this system occupy one or multiple zones of oppression, being non-white or unwilling/unable to pass, of a non-Christian religious belief or spiritual practice, learning English as a language beyond their first language fluency, and/or identifying as gender-nonconforming, trans, or woman.

**As graduate student teachers of composition, we explicitly stand with our students, especially our students of Color and multilingual or translingual writers who are disallowed language use when white students often do not experience the same barriers. *We vow to operate from a united commonplace: Language diversity is the right of all student writers and learners.***