

William and Mary Honors Fellowship Application

Basic Information

In what year will this project be completed? 2015/2016

Name: Edward Hernandez

Date of birth: 5/29/1995

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Street 1: CSU 4958

Street 2: P O BOX 8793

City: Williamsburg

State: Virginia

Zip code: 23187

Home address:

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Street 2: _____

City: Newport News

State: Virginia

Zip code: 23601

Academic Information:

Primary major: Linguistics

Secondary major: _____

Minor: _____

Semester of graduation: Spring

Year of graduation: 2017

Project Information

What is the title of your project?

Creating Multicultural Debate Curricula for Secondary English Students and Educators

Please provide a brief (200 words maximum) summary of your project. Please write this summary as if you are explaining your project to the general audience or your best friend in a different field of research.

My project is to create curricula to introduce Secondary English students to debate and train Secondary English educators to run and judge those debates fairly. In high school, I competed in Lincoln-Douglas, Public Forum and Policy debate events. Debate taught me about topics from transportation infrastructure to literary theory, but more importantly, it taught me how to reason, how to research, and how to listen to various points of view. I think that this is debate's strength: it pushes students not to memorize and regurgitate, but rather to form, articulate, and defend their own positions. It celebrates students' own thoughts, arguments, and styles. This positions to empower a wide variety of students to learn and to grow into informed, active citizens. Unfortunately, debate is not always judged fairly. Often, judges undervalue the language and argumentation of debaters of color. I think that this often has less to do with intentional discrimination than with lack of training. I intend to create a curriculum to train educators to facilitate debate fairly, respecting variety in language and in argumentation. I hope that this project will make debate more available and more empowering for a diverse population of students.

Department in which Honors project will be conducted: Interdisciplinary - Self-designed

Honors Advisor Information

Name: Anne Charity Hudley
Email address: ahchar@wm.edu
Dept: AFST, EDUC, ENGL, LING

Additional Information

I would like my proposal to be considered for funding through the William and Mary Honors Fellowship site. Note that if you choose no you will only be considered for a Dintersmith Fellowship. Yes

Location of research:

City: Williamsburg
State: Virginia
Country: _____

Is your research abroad? No

If yes, is the country currently under a State Department travel warning? _____

Date petition submitted: //

Date petition approved: //

Do you require campus housing? Yes

Institutional Compliance Committees

Does your research involve human subjects in any way? No

If yes, fill in the date of submission to StudentIRB: //

If the StudentIRB has exempted your proposal, fill in the date of exemption: //

If your proposal is attached to a faculty research protocol and has an approval number, add it here: _____

Does your project require approval of the Institutional Animal Care and Use Committee (IACUC)? No

If yes, approval number: _____ Date of approval: //

Does your project require approval of the Institutional Biosafety Committee (IBC)? No

If yes, approval number: _____ Date of approval: //

Does your project require approval of the Institutional Radiation Safety Committee (IRS)? No

If yes, approval number: _____ Date of approval: //

The College of William and Mary -- Web Transcript

930874949 Edward
Hernandez
Mar 02,2016 09:08 am



This is a Web self-service transcript for student use. Courses which are in progress may also be included on this transcript.

[Transfer Credit](#) [Institution Credit](#) [Transcript Totals](#) [Courses in Progress](#)

Transcript Data

STUDENT INFORMATION

Name : Edward Hernandez

Student Type: Continuing

Curriculum Information

Current Program

Bachelor of Arts

College: Faculty of Arts and Sciences

Major and Department: Interdisciplinary Studies,
Interdisciplinary Studies

Major Concentration: Linguistics

***Transcript type:WEB is NOT Official ***

DEGREES AWARDED

Sought: Bachelor of Arts **Degree Date:**

Curriculum Information

Primary Degree

College: Faculty of Arts and Sciences

Major: Interdisciplinary Studies

Major Concentration: Linguistics

TRANSFER CREDIT ACCEPTED BY INSTITUTION [-Top-](#)

Fall 2013: Advanced Placement Credit

Subject Course	Title	Grade	Credit Hours	Quality Points	R
ENGL 210	Topics in Literature	T	3.000	0.00	

MATH	111	Calculus I	T	4.000	0.00	
WRIT	101	Writing	T	0.000	0.00	
		Attempt Hours	Passed Hours	Earned Hours	GPA Hours	Quality GPA Points
Current Term:		0.000	0.000	7.000	0.000	0.00

Unofficial Transcript

Fall 2013: Internat Baccal Credit

Subject	Course	Title	Grade	Credit Hours	Quality Points	R
HISP	2XX	Hispanic Studies Elective	T	3.000	0.00	
		Attempt Hours	Passed Hours	Earned Hours	GPA Hours	Quality GPA Points
Current Term:		0.000	0.000	3.000	0.000	0.00

Unofficial Transcript

INSTITUTION CREDIT -Top-

Term: Fall 2013

Additional Standing: Dean's List

Subject	Course	Level	Title	Grade	Credit Hours	Quality Points	R
ECON	101	UG	Principles: Microeconomics	B	3.000	9.00	
PHIL	150W	UG	FR SEM: Philosophy	A	4.000	16.00	
PHYS	175	UG	Develop of Physics & Cosmology	A-	3.000	11.10	
THEA	333	UG	SE Asian Folklore Performance	A	4.000	16.00	

Term Totals (Undergraduate)

		Attempt Hours	Passed Hours	Earned Hours	GPA Hours	Quality GPA Points	
Current Term:		14.000	14.000	14.000	14.000	52.10	3.72
Cumulative:		14.000	14.000	14.000	14.000	52.10	3.72

Unofficial Transcript

Term: Spring 2014

Additional Standing: Dean's List

Subject	Course	Level	Title	Grade	Credit Hours	Quality Points	R
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GOVT	394	UG	Directed Research	A	2.000	8.00
LING	220	UG	The Study of Language	B	4.000	12.00
LING	410	UG	Language Attitudes	A	4.000	16.00
LING	464	UG	GURT Usage-Based Approaches	A-	1.000	3.70
PHIL	301	UG	Symbolic Logic	A	3.000	12.00
PHIL	303	UG	Ethics	A-	3.000	11.10

Term Totals (Undergraduate)

	Attempt Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points	GPA Points
Current Term:	17.000	17.000	17.000	17.000	62.80	3.69
Cumulative:	31.000	31.000	31.000	31.000	114.90	3.70

Unofficial Transcript

Term: Fall 2014

Subject	Course	Level	Title	Grade	Credit Hours	Quality Points
GOVT	394	UG	Directed Research	A	3.000	12.00
LING	250	UG	African-American English	A-	4.000	14.80
LING	474	UG	Language and Gender	A	4.000	16.00
PSYC	201	UG	Intro Psy as a Natural Science	C	3.000	6.00
PSYC	202	UG	Intro Psy as a Social Science	B	3.000	9.00
PSYC	491	UG	Research in Psychology	A	1.000	4.00

Term Totals (Undergraduate)

	Attempt Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points	GPA Points
Current Term:	18.000	18.000	18.000	18.000	61.80	3.43
Cumulative:	49.000	49.000	49.000	49.000	176.70	3.60

Unofficial Transcript

Term: Spring 2015

Subject	Course	Level	Title	Grade	Credit Hours	Quality Points
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ENGL	474	UG	Language Documentation	A	4.000	16.00
LING	400	UG	Meaning & Understanding	A	3.000	12.00
LING	464	UG	GURT Diversity&SuperDiversity	A	1.000	4.00
LING	474	UG	Meth Comm Based Research	B	4.000	12.00
PHIL	345	UG	Philosophy of Mind	B-	3.000	8.10
PSYC	370	UG	Psycholinguistics	A-	3.000	11.10
PSYC	491	UG	Research in Psychology	A	1.000	4.00

Term Totals (Undergraduate)

	Attempt Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points	GPA
Current Term:	19.000	19.000	19.000	19.000	67.20	3.53
Cumulative:	68.000	68.000	68.000	68.000	243.90	3.58

Unofficial Transcript

Term: Fall 2015

Additional Standing: Dean's List

Subject	Course	Level	Title	Grade	Credit Hours	Quality Points
AFST	306	UG	Medicine, Arts&Social Justice	B	3.000	9.00
GSWS	390	UG	Black Feminist Thought	A	3.000	12.00
LING	415	UG	Linguistic Anthropology	A	3.000	12.00
LING	481	UG	Independent Study	A	3.000	12.00
PSYC	314	UG	Social Psychology	W	0.000	0.00

Term Totals (Undergraduate)

	Attempt Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points	GPA
Current Term:	12.000	12.000	12.000	12.000	45.00	3.75
Cumulative:	80.000	80.000	80.000	80.000	288.90	3.61

Unofficial Transcript

TRANSCRIPT TOTALS (UNDERGRADUATE) -Top-

	Attempt Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points	GPA
Total Institution:	80.000	80.000	80.000	80.000	288.90	3.61
Total Transfer:	0.000	0.000	10.000	0.000	0.00	0.00
Overall:	80.000	80.000	90.000	80.000	288.90	3.61

Unofficial Transcript

COURSES IN PROGRESS -Top-

Term: Spring 2016

Subject Course Level Title				Credit Hours
ENGL	362	UG	American Renaissance	3.000
LING	307	UG	Phonetics and Phonology	3.000
LING	380	UG	Comp Methods in Lang Science	3.000
PSYC	301	UG	Elementary Statistics	4.000
PSYC	491	UG	Research in Psychology	1.000

Unofficial Transcript

RELEASE: 8.4.1

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My research will investigate and design debate curricula to empower Secondary English students to use their own voices and train educators to value and respect those voices. I will produce a literature review and a set of curricula for Secondary English students and educators based on that literature.

Debate has the potential to radically empower students. It forces students to recontextualize topics in light of new ideas and perspectives. A well-designed debate curriculum can affirm student's lived experience and cultural modes of expression. However, in my experience, and according to Polson (2012), academic debate is less than welcoming of diverse students and their language varieties. I argue that this is due in large part to un- or under-trained educators applying the "banking model" of education (Friere, 1968/1970) and Standardization ideologies about language (Lippi-Green, 2011) to their debate curricula. My work will seek to address this problem using insights from the Education and Literacy literatures to design curricula for both students and educators.

In creating these curricula, I will draw on the Multicultural Education (Banks, 1993, 2015) literature and the Literacy Studies (Street, 2005, 2008) literatures. Under a Literacy framework, students' preexisting skills are respected, and they are encouraged to recontextualize course material in light of their lived experience. This model validates the students' experiences and abilities and removes the educator as the sole epistemic authority. The Multicultural Education literature also challenges teaching Standardized English, instead pushing us to value students' native language varieties, and the modes in which they are already adept at expressing themselves ("Students' Right to Their Own Language", 1974). Debate offers a vehicle to do both.

My primary methodologies will be literature review and curriculum design. I will begin my research this summer by examining curricula in Secondary English-relevant English classes — that pre-service English teachers are required to take, and delving deeply into literature related to debate and multiculturalism in journals like the *Journal of Multicultural Education*, *Literacy in Compositional Studies*, and *Argumentation and advocacy*. This will give me a broad view of what is currently being published. This summer I will produce

a functional literature review. I expect that much of the relevant Education and Forensic literature will suffer from the problems discussed above, so I will not only report the literature, but also critique it through a Critical Race Theory lens (Harris, 2012; Ladson-Billings, 2003). This review will culminate in recommendations for culturally responsive curricular design specifically utilizing debate.

Starting in the Fall 2016 semester and continuing in the Spring 2017, I will, using the recommendations I have gleaned from the literature, begin designing two distinct but interconnected curricula, students and educators, one for students and one for educators. These curricula will contain materials and plans not only to facilitate debate in the secondary English classroom, but also to train educators to judge debate in fair, culturally responsive ways that value students' experiences and modes of expression.

In high school, I competed in Lincoln-Douglas, Public Forum and Policy Debate (Lawson & Skaggs, 1994). These experiences were crucial to my development as a student and as a person, and they taught me about topics from global politics to literary theory. More importantly, they taught me how to reason critically and to research. I have frequently returned to my high school district, volunteering as a judge at various tournaments and teaching new debaters at several schools, in order to offer the same opportunities to others.

I have also worked on these ideas with Prof. Anne Charity Hudley since my freshman year. My freshman year, in her Language Attitudes course, I researched debate literature to understand judging and assessment norms in debate tournaments. During my sophomore year, I took her African American Language and Community-Based Research Methods courses, focusing on racialized attitudes toward variations of English and the impacts they have on debate. This year, I served as a Teaching Assistant for her classes as I planned this thesis and helped other students with related projects. In the last year, I have also attended School-University Research Network (SURN) events with Prof. Charity Hudley, and begun to discuss my project with current teachers of English.

My work is needed because it bridges a gap between the English and Education literatures, which are otherwise fragmented and draw on separate theories and terminology. I

believe, however, that the Multicultural Education and Literacies literatures are consistent in spirit, and that my project is poised to draw on both and meaningfully combine them. Further, I think that the majority of literacy work focuses almost the education of students, so my work will be unusual in that I want to create parallel educational curricula for both students and educators.

In order to pursue this project, I need coursework in English and Education, access to journals, and to be free to work on this project. None of those come for free. An honors fellowship would allow me to pay for access to Education and Forensics journals to which the College is not subscribed, pay for my English Education classes, and keep me from having to work this summer, leaving me free to work on my honors thesis.

References

- Banks, J. A. (1993). The canon debate, knowledge construction, and multicultural education. *Educational Researcher*, 22(5), 4-14.
- Banks, J. A. (2015). Failed citizenship, civic engagement, and education. *Kappa Delta Pi Record*, 51(151-154). doi: 10.1080/00228958.2015.1089616
- Friere, P. (1970). *Pedagogia do oprimido* [The pedagogy of the oppressed] (M. B. Ramos, Trans.). Continuum. (Original work published 1968)
- Harris, A. P. (2012). Critical race theory.
- Ladson-Billings, G. (2003). *Critical race theory perspectives on the social studies: The profession, policies, and curriculum*. IAP.
- Lawson, H. L., & Skaggs, E. C. (1994, April). A comparative analysis of communicative behavior in CEDA Lincoln-Douglas debate and CEDA team debate. *Paper presented at the Annual Meeting of the Central States Communication Association, Oklahoma City, OK*.
- Lippi-Green, R. (2011). *English with an accent: Language, ideology, and discrimination in the United States*. Routledge.
- Polson, D. (2012). *"Longing for theory:" performance debate in action* (Unpublished doctoral dissertation). University of Maryland, Baltimore County.
- Street, B. V. (2005). At last: Recent applications of New Literacy Studies in educational contexts. *Research in the Teaching of English*, 39(4), 417-423.
- Street, B. V. (2008). The implications of the 'New Literacy Studies' for literacy education. *English in Education*, 31(3), 45-59. doi: 10.1111/j.1754-8845.1997.tb00133.x
- Students' right to their own language. (1974). *College Composition and Communication*, XXV.

In high school, I was a Policy debater. I debated on topics of space exploration, transportation infrastructure, healthcare policy, and ethics. Debate taught me about topics as various as public policy, history, economics, philosophy, and literary criticism, many of which I would not have been exposed to otherwise. More importantly, it taught me to reason, state and support strong positions, and how to do my own research on a topic, finding, evaluating, and synthesizing sources to inform my cases.

Despite this experience, when I first came to the College, I was nervous about research. Orientation events told me it was important, and that I should do it, but my idea of college-level research was based on my friends in the natural sciences working with NASA and Jefferson Lab. I had no picture of research in the social sciences or humanities. My first semester, I sought out and joined a laboratory in the social sciences: the Social Networks and Political Psychology (SNaPP) Laboratory in the Government Department. In the lab, I worked on studies on political attitudes, contention, and disengagement. I learned about the trend of increasing polarization and the political disengagement that this inspires in many members of the public. Though my primary academic interests turned toward Linguistics and Education, I have kept working in the SNaPP Lab, and its focus on and insights into political disengagement have continued to influence me.

In my second semester of freshman year, I took Language Attitudes with Prof. Anne Charity Hudley, and started working on the idea that would eventually become this honors thesis. My initial research question was whether or not speaking a non-standardized variety of English was detrimental to success in debate. I had noticed, while I was in high school, that despite my school and our district being quite diverse, our debaters were mostly White, and the debaters that won were almost always White. While I began to investigate this question, I also started volunteering as a judge for local high school debate tournaments, endeavoring to judge fairly and without regard for whether or not a student's language was standardized. My interest in these class topics of language variation and ideologies inspired me to pursue a linguistics major.

In my sophomore year, I took African American English and Community Based Re-

search Methods with Prof. Charity Hudley, and continued to work on this project. I soon realized that I could not change the culture of debate by judging. Even if the problem was that judges were undervaluing arguments delivered in non-Standardized language varieties, being one anomalous judge in a bad pool would make little difference. The only way to influence judges' attitudes and practices was to replace the judging pool or teach the existing judges to value students' native language variations and cultural modes of communication. At that point, I began plans to create a curriculum for training judges that encouraged culturally responsive, equitable judging standards.

In my junior year, I began to serve as a Teaching Assistant for Prof. Charity Hudley's classes, but continued to work with her on this topic. I remained interested in creating a curriculum for judges, but I slowly began to realize that it would be misguided to design curricula for judges without creating matching curricula for students, to encourage them to embrace and celebrate their language varieties and experiences. I began to read more literature in Education, and stumbled across Banks (2015), who discusses multicultural education as a tool for empowering students toward civic engagement. I immediately saw parallels with my experience with the disengagement literature from the SNaPP Lab. Since then, I have been reading more Education literature, and I have decided to pursue education as a career.

After I graduate, I intend to pursue a Masters in Education and to then teach Secondary English. I will, without a doubt, implement debates in my Secondary English classrooms, and I want to explore the relevant literature and design curricula which will be useful to me and to other English educators who wish to empower their underrepresented students to value their experience, their ideas, and their language, and to be civically and politically engaged.

References

Banks, J. A. (2015). Failed citizenship, civic engagement, and education. *Kappa Delta Pi Record*, 51(151-154). doi: 10.1080/00228958.2015.1089616

APPLICATION FOR ADMISSION TO DEPARTMENT HONORS (495-496)

THE COLLEGE OF WILLIAM AND MARY (Revised 6/2010)

Please return this form to the Charles Center after approval by a) the project advisor and b) the Department Chair or Program Director. **This form must be submitted no later than the first day of classes of the semester in which the project is to begin.** Once approved, the Charles Center (not the department / program or the Registrar) will notify students of their approval and register them for Honors.

First, middle, and last name Edward NA Hernandez

Banner ID# 930874949

CS Box 4958

Email ehernandez@email.wm.edu

Phone 7576347357

Home Address 521 Harpersville Road

Overall GPA 3.61 GPA in major 3.72

Note: 3.0 overall or in the junior year is the Arts & Sciences GPA requirement for Honors. Departments may have higher requirements.

**I hereby request admission to Honors study
in the Department or Program of INTR**

during Fall semester of 2016 through Spring semester of 2017

Honors advisor name Anne Charity Hudley

Honors advisor email ahchar@email.wm.edu

Signature of applicant [Signature] Date 29 Feb 2016

Signature of Honors advisor [Signature] Date 02/29/2016

Signature of Department Chair Date
or Program Director [Signature] Date 3/1/16

Approval must be given on this form ONLY. Do not send email approvals to the Charles Center or to the Office of the Registrar.

Please see the Honors information online at www.wm.edu/charlescenter/honors/guide0708.php