While you’re waiting . . . please come up with 5+ titles for this sculpture.

Share your ideas with each other; collaborate if you like
Fostering an Inclusive Classroom

1. What’s Expos?
2. Diversity & Inclusion
3. Curriculum
4. Campus conversations
5. Conversations among disciplines & registers
6. The Classroom
What’s Expos?

- not writing seminars
- also, not writing sems
- read and write academic argument, using evidence
- 10-15 students per class
- individual conferences on every draft (in addition to office hours)
- only the final draft is graded
The Five-Paragraph Theme

**Thesis Statement**
(The main point of the Theme.)

**Development**
(Three paragraphs with topic sentences and some minor points. Mostly bulk.)

**Introductory Paragraph**
(lots of teeth, no bite.)

**Concluding Paragraph**
(Somewhat limp and drawn out. Goes over same ground as four preceding paragraphs.)

COLOR: Glossy rose-colored exterior, rather blue underneath. Occasional theme has a blend, resulting in purple passages.

Boynton
They Say =

• a persistent problem, question, or puzzle
• current answer(s) to that question or problem

I Say =

• shows a flaw or omission or implication in what “they say”
• offers a new, better answer

So what? =

• why this matters; what’s at stake

—Gerald Graff & Cathy Birkenstein, *They Say, I Say*
—Will Evans, “‘The Elements’ of Hopkins Expos”
Problem (ongoing conversation)

Established view (voice in the convo)

Flaw (in the established view)

Thesis (corrects the flaw)

Motive (so what? what’s next? what’s at stake?)

—Gerald Graff & Cathy Birkenstein, *They Say, I Say;*
—Will Evans, “‘The Elements’ of Hopkins Expos”
Diversity & Inclusion

• Identity

• Sense of belonging
  o Academic interests/affinities/biases
  o Ways of learning
  o Campus experience

• What works against these
Curriculum
In March 2015, Intro to Expos students studied these three essays with a focus on issues of race and equity.

In April 2015, Baltimore resident Freddie Gray died of spinal cord injuries in police custody.

I offered my students supplemental reading. I hoped to show how our JHU community engages local, “real-life” struggles with rigorous, historically responsible, and creative thinking.
DOI 10.1007/s10826-014-9982-8

ORIGINAL PAPER

Mexican-American Boys’ Positive Outcomes and Resilience: Importance of Social Support and Individual Attributes

Laurie A. Chapin
Ursula K. Le Guin, Interplanetary Anthropologist

January 26, 2018

Written by: Guest Contributor

By Anand Pandian
Conversations among disciplines & registers

THE CHRONICLE OF HIGHER EDUCATION

COMMENTARY

Why STEM Majors Need the Humanities

By Neal Koblitz | JANUARY 06, 2017  ✔ PREMIUM
Maybe you’re familiar with Ursula Le Guin’s short story, “The Ones Who Walk Away from Omelas.” It’s about a sweet and peaceful city with lovely parks and delightful music.
Response Writing

What is College For?
Knowledge & self-knowledge

Learning
Science of learning, recent research, advice

School
Campus life, student realities, ideas for redesign

Stories
Why they matter

Words
Language, change, texting, big data
The Classroom
Ways of Learning & Terms of Engagement

- Fail
- Color
- Sort
- Build
- Analyze
- Talk
- Join [the conversation]
- Engage
Fail
Color

Problem
(ongoing conversation)
Established view
(voice in the convo)

Flaw in the EV
Thesis (corrects the flaw)

Motive
(so what? what’s next? what’s at stake?)

—Will Evans,
“‘The Elements’ of Hopkins Expos”
Sort
[key words for argument]
Sort
[Textual analysis]
Build your argument

White's career demonstrates that the writer can be normal, conventional . . . doesn't have to stand in opposition to society

Humility didn't nourish White's writing . . . He never [achieved] visionary images and soaring, lyrical images

Humility is a running theme in White's writing

Embedded in White's writing is a subtle but undeniable rebuke to white supremacy and the status quo

Much of White's writing is plainspoken, but some moments offer extraordinary images and lyricism

Humility is a running theme in White's writing
Analyze [interpret]
Talk

- Wait time (silence is ok)
- Jot answer down first
- Think, pair, share
- Questions on index cards (time to prep)
- Worries & wishes (anonymous)
- “Sky is blue” questions: establish what we know
Join the conversation
(aka, make your argument)

“Hello”
Engage

Terms of engagement:

(1) frustration & uncertainty
(2) fluency
(3) empathy
(4) love
(1) Frustration & uncertainty

frustration = unrealized potential

uncertainty = curiosity

- intriguing
- puzzling
- interesting
- provocative
- generative
- new
- creative
- bigger allowance
(2) Fluency

- complexity
- ambivalence
- insight
- questions
- explanations
- hypotheses
(3) Empathy
I might like to ask every student . . . and every professor. . . Are you learning anything about love here?

Is your idea of love narrowing down to a practical matter of who you’re going to bed with or marrying or living with?

Or is your idea of love expanding so that you’re able to love more things about the world and make love happen around you?

You have a chance in any discipline to think about love as an opportunity to develop a moral core that’s going to create health, well-being, and generosity around you.
Thank you

Dr. Anne-Elizabeth Brodsky
Senior Lecturer, Expository Writing

with thanks to my colleagues in EWP, Summer Teaching Institute, & CER