



# Fostering an Inclusive Classroom

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Expository Writing Program  
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*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



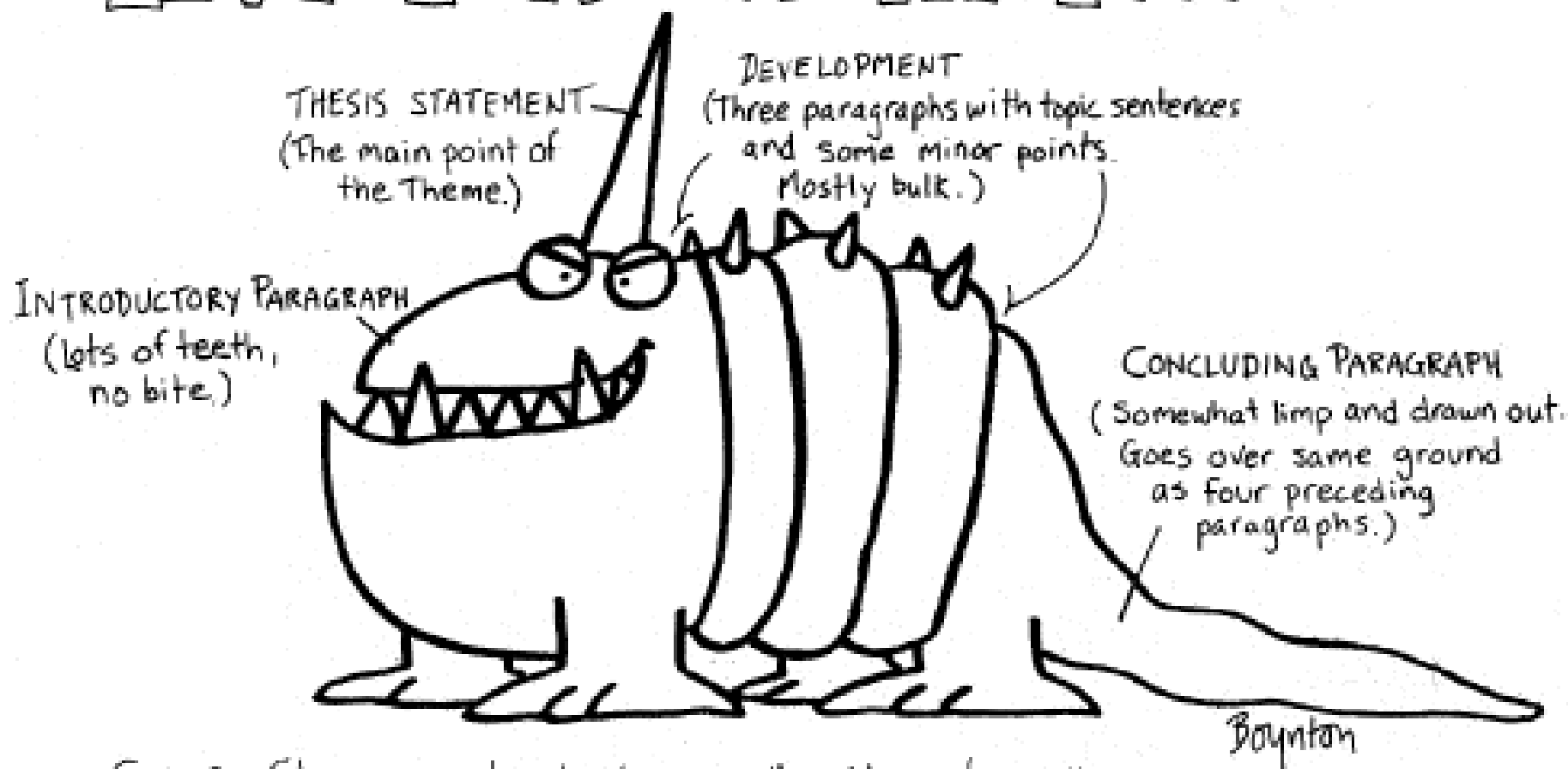
# What's Expos?

- 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



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









## 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”



They say

I say

So what?

**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?)

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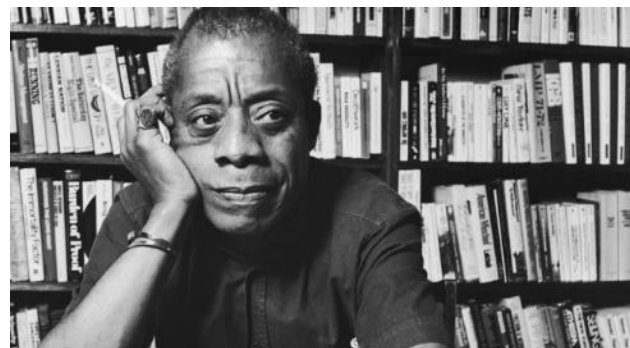
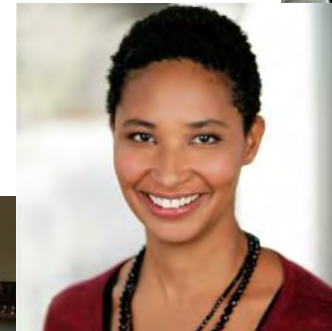
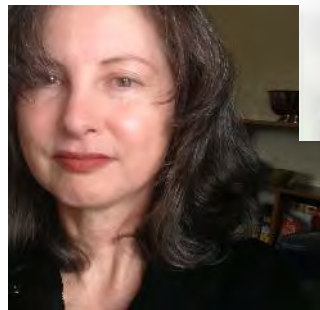


# Diversity & Inclusion

- Identity
- Sense of belonging
  - Academic interests/affinities/biases
  - Ways of learning
  - Campus experience
- What works against these



# Curriculum





# Campus Conversations



EB White,  
"The Ring of Time" (1956)



James Baldwin,  
"Stranger in the Village" (1955)



Patricia Williams,  
"The Emperor's New  
Clothes" (1997)

**In March 2015, Intro to Expos students  
studied these three essays  
with a focus on issues of race and equity.**



Dwight Watkins, MEd '11  
NYT op-ed



Nathan Connolly History  
NYT op-ed



Robert Lieberman, Provost  
Foreign Affairs article



Frances Pollock, Peabody student  
Sonnet Opera premiere

**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.**





J Child Fam Stud (2015) 24:1791–1799  
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



Opinion | OP-ED COLUMNIST

# The Child in the Basement

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**David Brooks** JAN. 12, 2015

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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, txtng, big data

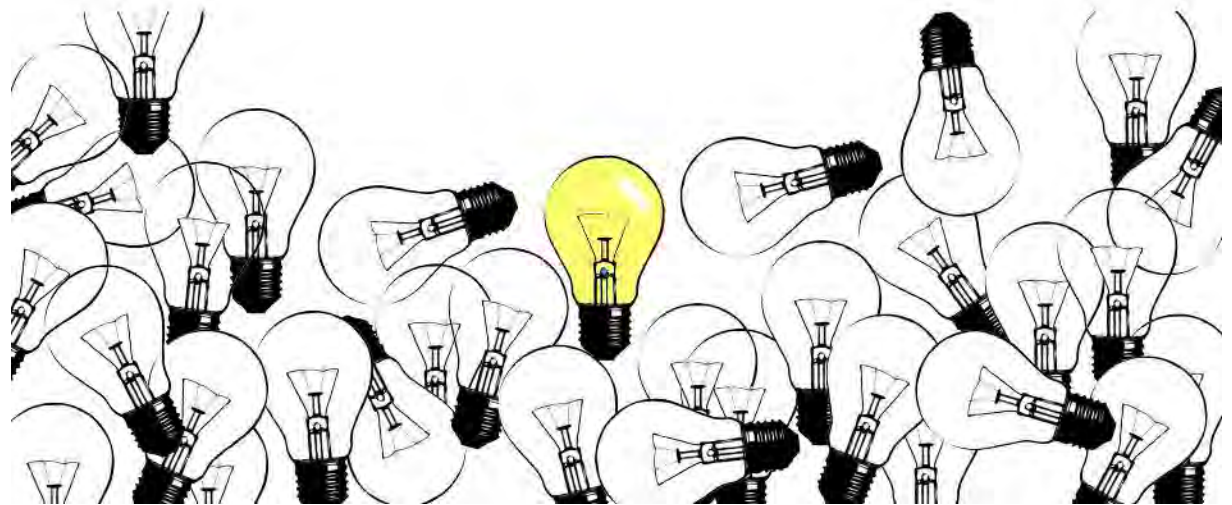




# The Classroom

## Ways of Learning & Terms of Engagement

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





# Fail



# Color



They say . . .



I say . . .



So what?

**Problem**

(ongoing conversation)

**Established view**

(voice in the convo)

**Flaw** in the EV

**Thesis** (corrects the flaw)

**Motive**

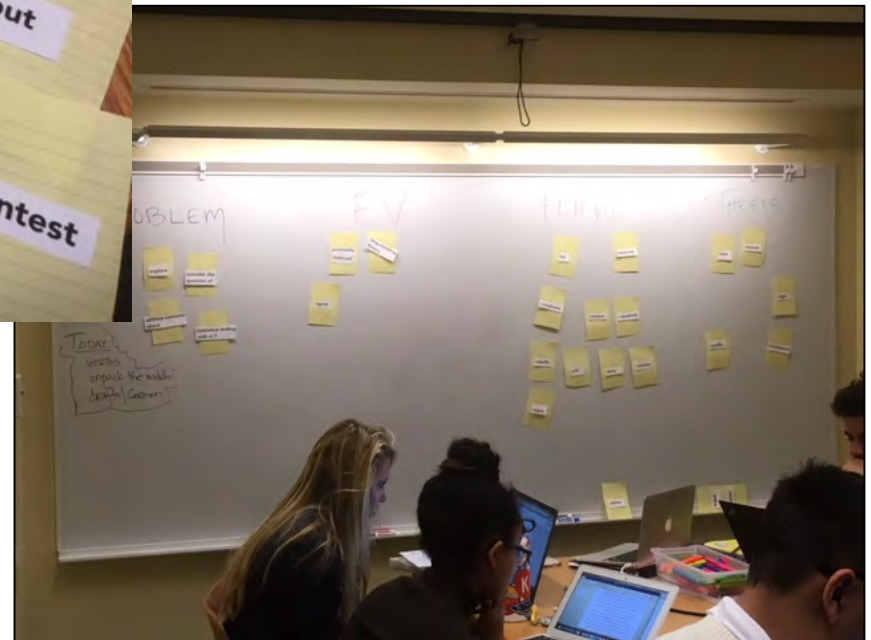
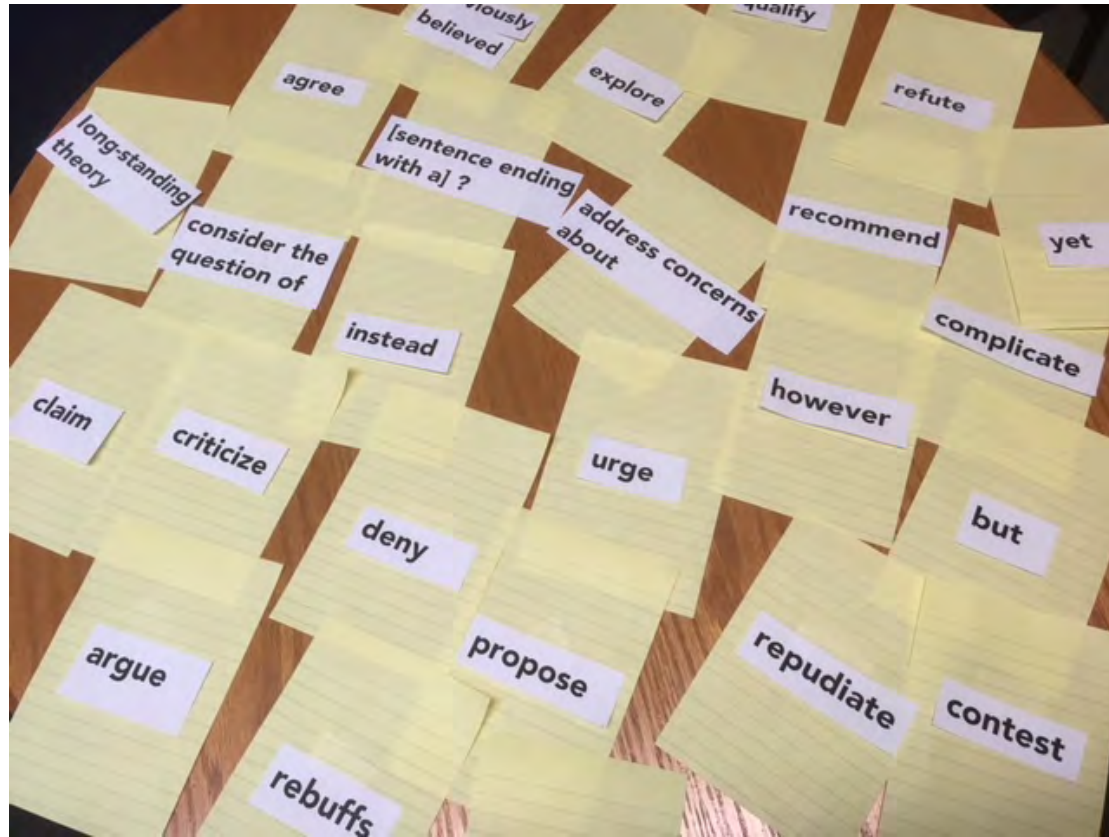
(so what? what's  
next? what's at stake?)

—Will Evans,  
“‘The Elements’ of Hopkins Expos”



# Sort

[key words for argument]





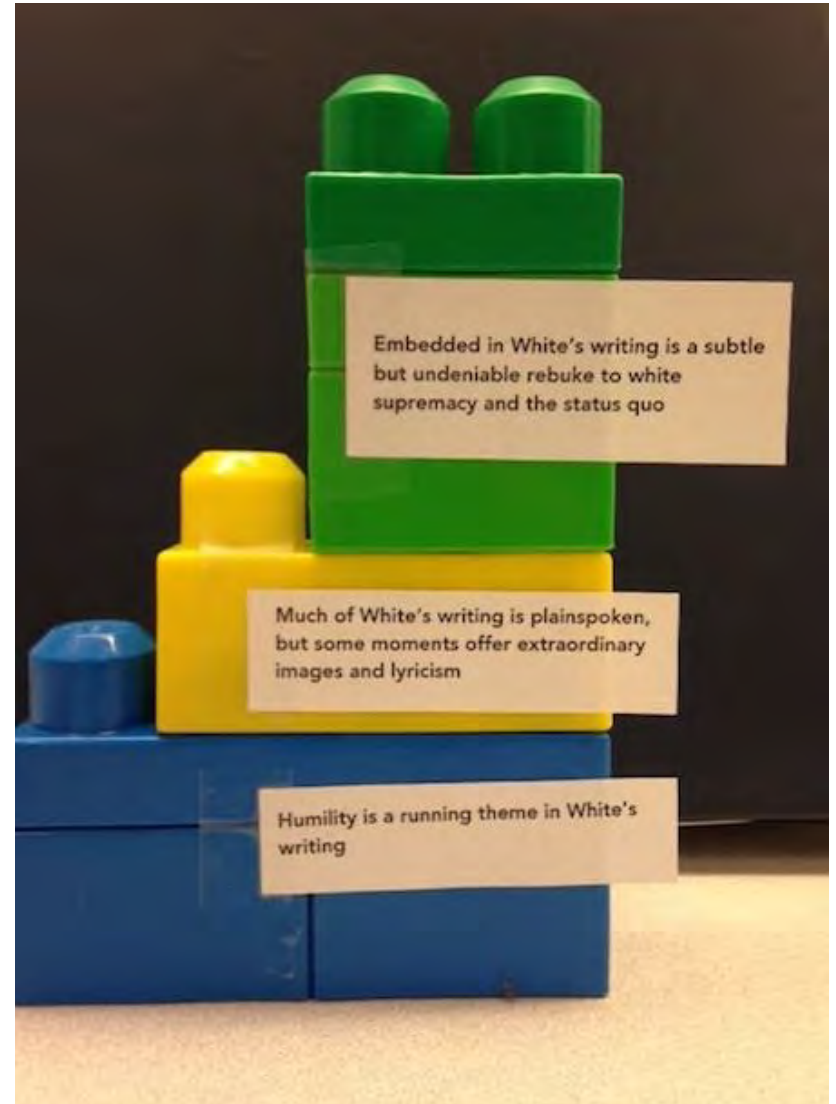
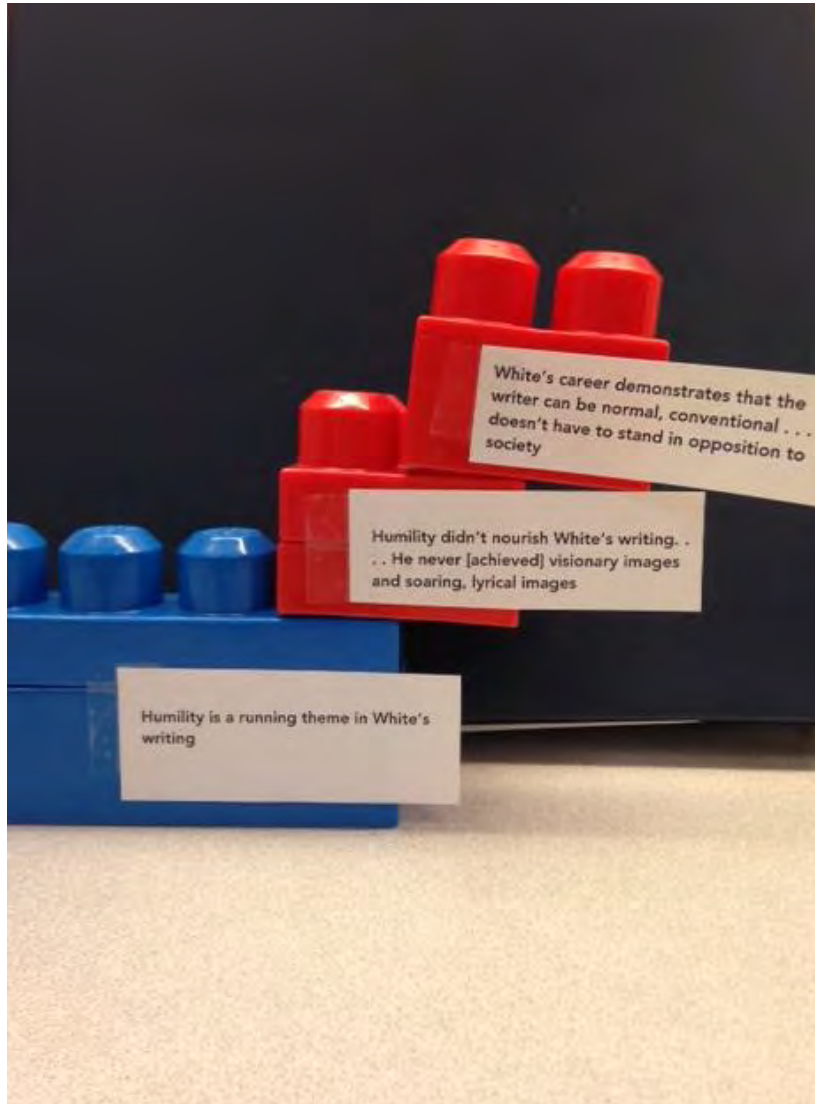


# Sort

[textual analysis]



# Build your argument





# Analyze [interpret]

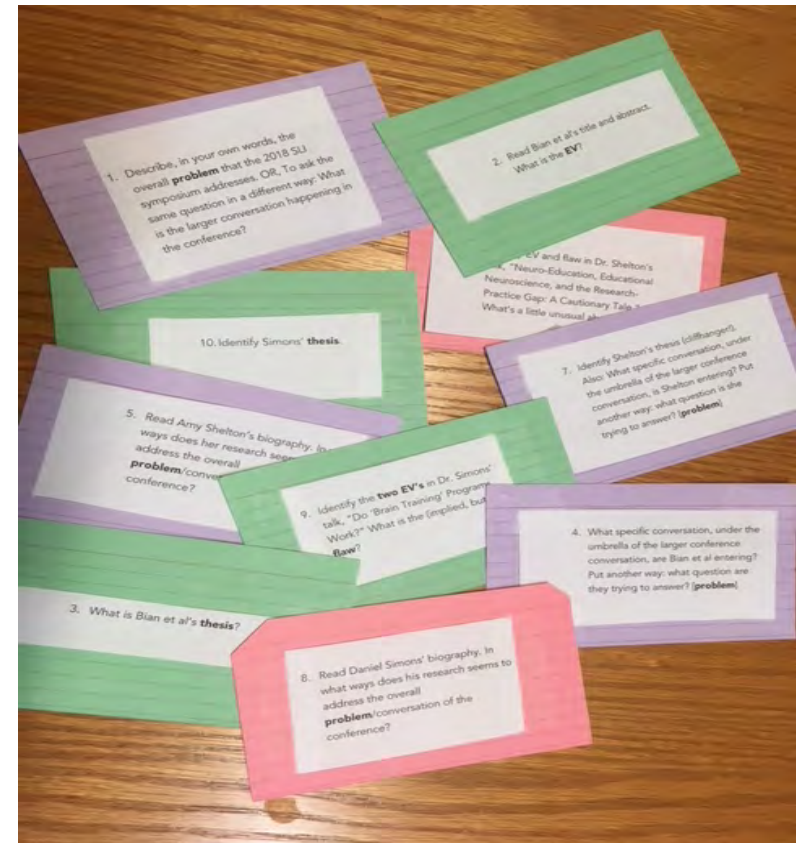




# Talk



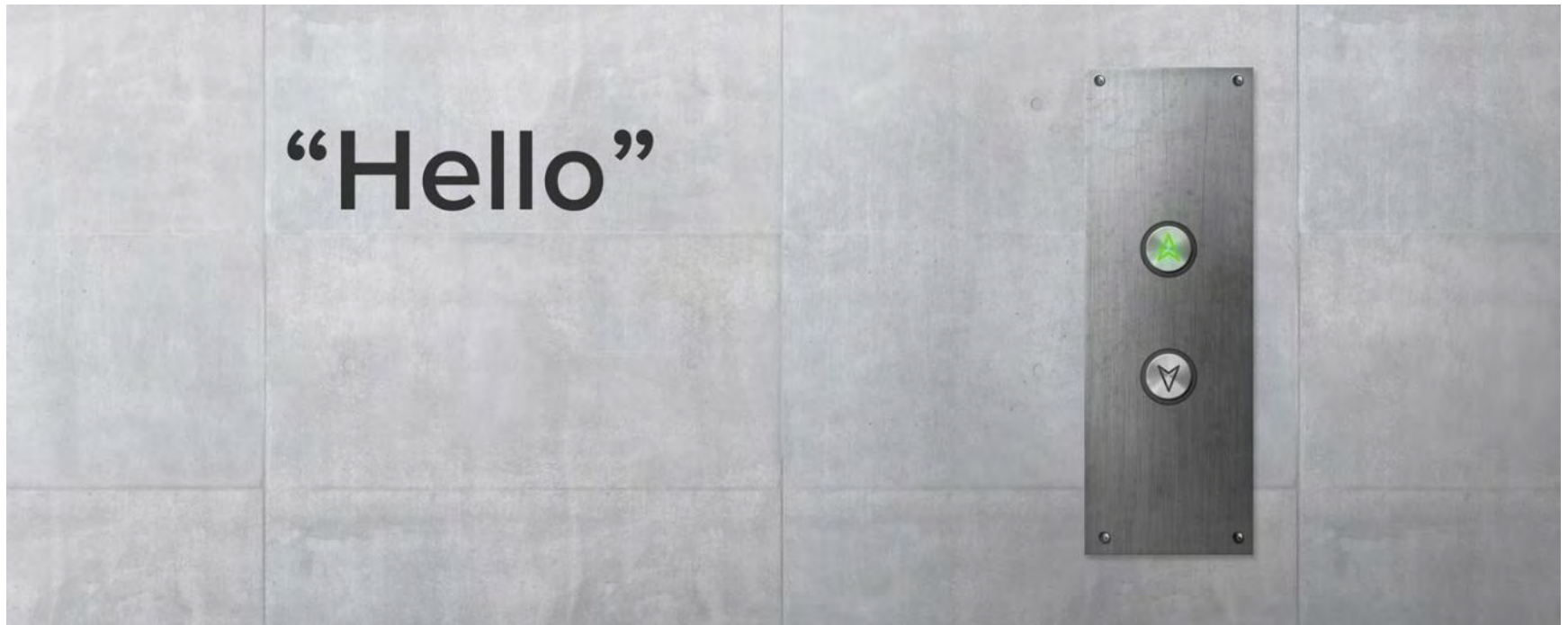
- Wait time (silence is ok)
- Jot answer down first
- Think, pair, share
- Questions on index cards (time to prep)
- Worries & wishes (anonymous)
- “Sky is blue” questions: establish what we know







Join the conversation  
(aka, make your argument)





# 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

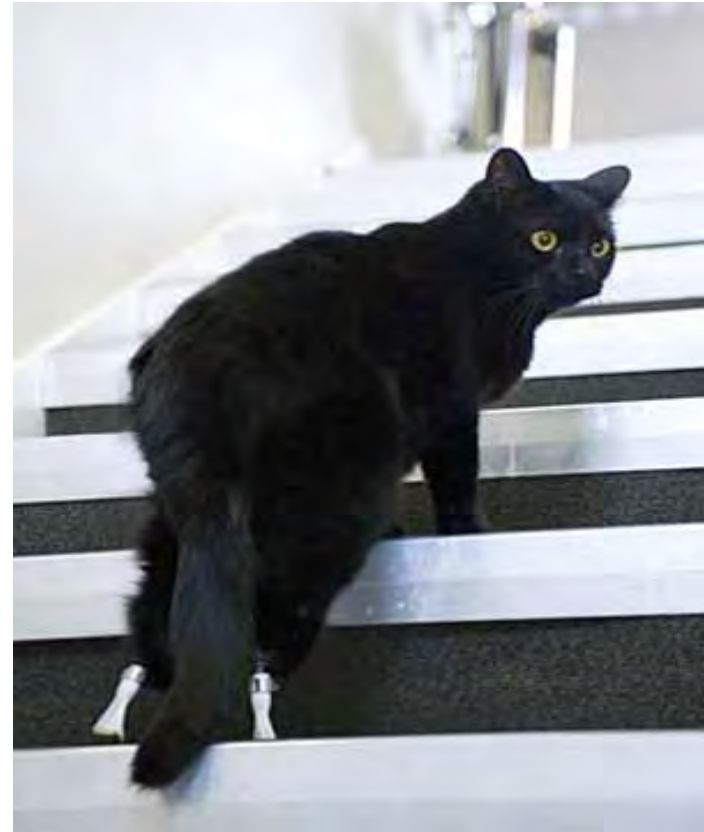
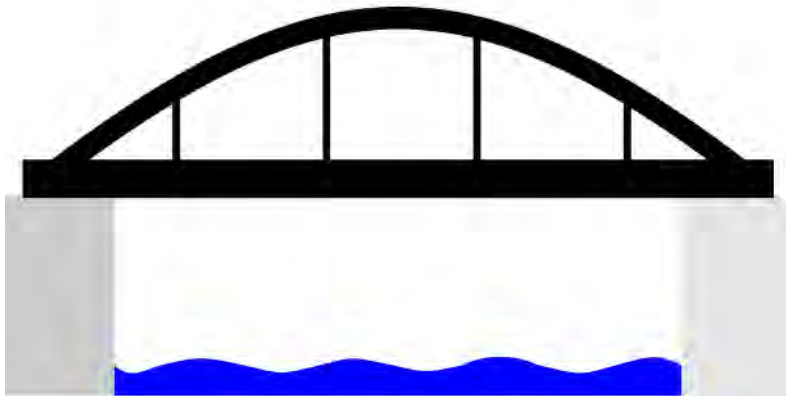
- complexity
- ambivalence
- insight
- questions
- explanations
- hypotheses







## (3) Empathy





## (4) Love

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

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