

Michelle Crooks
Sabbatical Summary (Spring 2023)

Abstract:

The purpose of my sabbatical was to develop more culturally responsive, inclusive ways to teach rhetoric. The course content and SLOs in the English Department's transfer-level composition courses are influenced by a Eurocentric canon and Aristotle's views of argument. My goal is to contribute to our efforts to increase student engagement, success and retention and reduce equity gaps by incorporating other ways of knowing into the curriculum. This project has become the focus of my Ed.D. dissertation. My next steps are to finalize the methodology of my qualitative study and develop sample curriculum, such as a decolonized rhetorical analysis essay prompt. This work supports the equity-related initiatives happening across Grossmont College and the GCCCD, and it aligns with Grossmont's mission statement and values.

Report:

My project was launched in Fall 2022 when I began a doctorate program—an Ed.D. in Community College Leadership at SDSU. My project continued throughout my sabbatical in Spring 2023, in which I was enrolled full-time in the program. I have completed 24 units of the 60-unit Ed.D. degree (see Appendix A for the full course list). The program coursework is divided into four core areas: leadership (12 units), inquiry (12 units), community college (18 units), and research and writing (6 units). The remaining units are focused on students' doctoral dissertations (9-12 units). My sabbatical project has become my dissertation, and these courses have supported my research and goals.

The dissertation is made up of five chapters. So far, I have drafts of Chapter 1: Introduction/Problem/Significance and Chapter 2: Literature Review. The majority of what I have completed so far is reading the literature out there already on the topic, both books and scholarly articles from some of the fields leading thinkers, with an emphasis on the underrepresented voices of scholars of color. The central topics of these readings include counterstories, linguistic justice, decolonial rhetorics, global rhetorics, comparative rhetoric, decolonization in the field of composition, culturally responsive/relevant pedagogy, and others. I have read *Linguistic Justice: Black Language, Literacy, Identity and Pedagogy* by April Baker-Bell; *Counterstory: The Rhetoric and Writing of Critical Race Theory* by Aja Martinez; *Rhetorics Elsewhere and Otherwise: Contested Modernities, Decolonial Visions* by Romeo Garcia and Damian Baca; *Cultivating Genius: An Equity Framework for Culturally and Historically Responsive Literacy* by Gholdy Muhammad; and *Culturally Relevant Pedagogy: Asking a Different Question* by Gloria Ladson-Billings.

In addition to this reading, I attended the 3CSN Linguistic Justice Practice in Community College and Beyond Conference in April 2023, and the Tim Wise lecture at Grossmont College in May 2023 (see Appendix B). I have also met with various scholars in the field to help me brainstorm for the project, such as Dr. Glen McClish, the Chair of Rhetoric and Writing Studies at SDSU; Dr. Consuelo Salas, Professor of Rhetoric and Writing at SDSU; and Dr. Aja Martinez, Associate Professor of English at the University of North Texas. SDSU's Rhetoric and Writing Studies Department is doing similar work as I aim to do but on a programmatic level. I have attended a couple of their meetings regarding anti-racist practices in composition programs, and I have access to the discussions, lectures, and readings they have made available on this topic as a result of their 2022 National Endowment for the Humanities grant.

The chair of my dissertation committee is Dr. Tanya Gaxiola-Serrano. She will provide essential expertise and guidance as I continue with this project. As stated on SDSU’s website: “Her research explores the racialized and gendered experiences of communities of color when navigating education to expose the functions of oppression. Currently, a large part of her research agenda focuses on the inequities faced by Latina/o/x students when navigating community college in the U.S.-Mexico border region. [She holds a] Ph.D. in Education from the University of California, Los Angeles, with a specialization in race and ethnic studies.”

Upcoming milestones:

- February 2024: Ed.D. qualifying exams
- May 2024: Dissertation proposal defense
- Summer/Fall 2024: Conduct qualitative interviews
- Fall 2024/Spring 2025: Write chapters 3-5 of dissertation
- May 2025: Dissertation defense
- Share my research and curriculum with the department, campus, district, and elsewhere

Appendices:

Appendix A:

The screenshot shows the SDSU College of Education website for the CCLEAD program. The header includes the SDSU logo and navigation links for Programs of Study, Certificates, Training, Interwork Institute, and About ARPE. The main content area is divided into two columns. The left column contains a sidebar with links to CCLEAD Home, Faculty, Coursework (highlighted), Program Learning Outcomes, How to Apply, Contact Us, and NCCHC Leadership Fellows. The right column features a 'Coursework' section with a description of the program and a table of courses.

CCLEAD

CCLEAD Home

Faculty

→ Coursework

Program Learning Outcomes

How to Apply

Contact Us

NCCHC Leadership Fellows

Office Information

📍 LH-246

🕒 Monday – Friday
8:00 a.m. to 3:30 p.m.

📞 619-594-2918

✉ CCLEAD@sdsu.edu

🔗 More Contact Info

Coursework

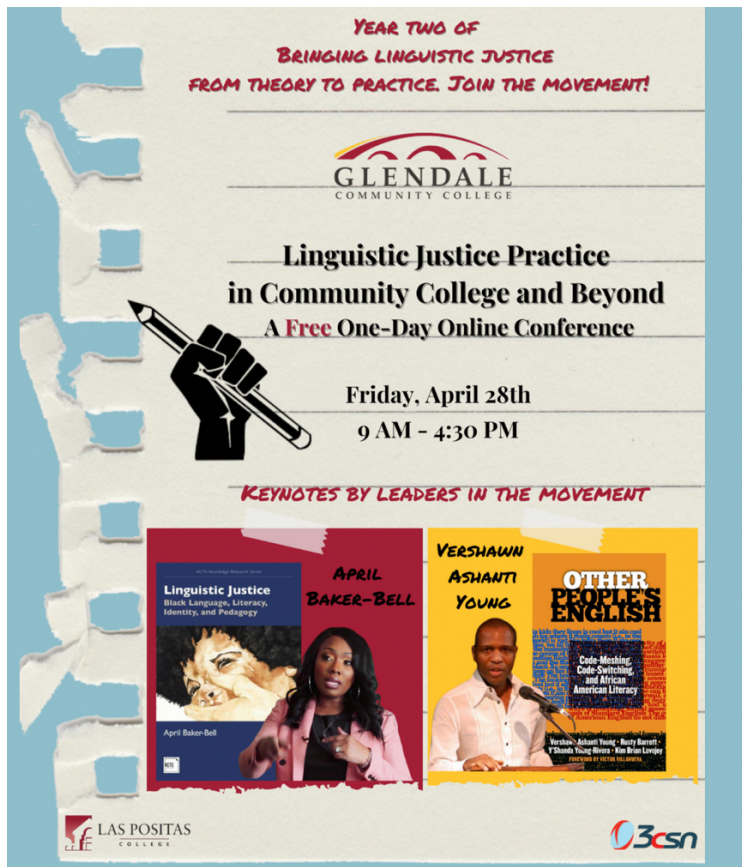
The **CCLEAD** Ed.D. program can be completed in 60 semester units of coursework, including dissertation units. All students take classes together as a participating member of a learning community. As members of the learning community, students are expected to learn from colleagues, teach, and assist colleagues, and provide and receive support from them.

The program coursework is divided into four general areas, including classes in leadership (12 units), inquiry (12 units), community college core (18 units), and research and writing core (6 units). The remaining units are focused on students' doctoral dissertations (9-12 units).


Area	Course
Leadership Core	ED 815: Re-Thinking Leadership
	ED 840: Educational Leadership in a Diverse Society
	ED 855: Educational Leadership for Developing Educational Systems
	ED 860: Seminar in Leadership and Educational Change
Inquiry Core	ED 850: Seminar in Quantitative Methods and Inquiry
	ED 851: Seminar in Qualitative Methods of Inquiry
	ED 852/853: Advanced Research Methods Quantitative or Qualitative
	ED 885: Seminar in Educational Program Planning and Evaluation

Community College Core	ARP 827: Emerging Issues in Postsecondary Education ARP 801: Community College Development and History ARP 810: Community College Law and Finance ARP 812: Budget and Resource Management in Community Colleges ARP 813: Strategic Planning and Organizational Development ED 895: Community College Student Affairs
Research and Writing Core	ED 836a: Literature Meta-Synthesis ED 836b: Conceptual and Theoretical Perspectives ED 836c: Methods of Inquiry
Dissertation Core	ED 899: Doctoral Dissertation

Appendix B:



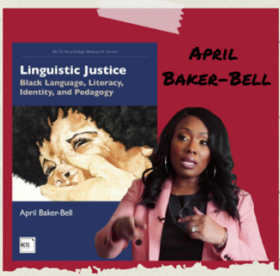
**YEAR TWO OF
 BRINGING LINGUISTIC JUSTICE
 FROM THEORY TO PRACTICE. JOIN THE MOVEMENT!**


**GLENDALE
 COMMUNITY COLLEGE**

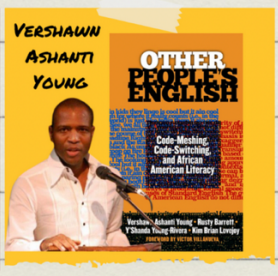
**Linguistic Justice Practice
 in Community College and Beyond**
A Free One-Day Online Conference

Friday, April 28th
9 AM - 4:30 PM

KEYNOTES BY LEADERS IN THE MOVEMENT



**APRIL
BAKER-BELL**



**VERSHAWN
ASHANTI
YOUNG**

