



Created by Juan Pablo Bravo  
from the Noun Project



An SLC workshop for  
SEE 896/897

Facilitated by  
Julia Lane

# **Inclusive and Antiracist Writing & Peer Feedback in Engineering Contexts**

The SLC acknowledges the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh (Squamish), Səlílwətał (Tsleil-Waututh), q̓íçəy̓ (Katzie), and kʷíkʷəłəm (Kwikkwetlem) Nations and peoples on whose ancestral, unceded, and rightful lands the three SLC spaces are located.



## Session Plan:

- Opening group discussion:
  - What do we know/think about inclusive and antiracist writing?
- (some) inclusive & antiracist principles
- Small group discussion of writing exercises
  - Full group debrief
- Context of peer feedback
- Closing group discussion:
  - What's unique about inclusive and antiracist writing in an engineering context?

## Content Note

As a member of the SFU community who cares about students' well-being and ability to learn, I (Julia) am committed to engaging in the critical work of dismantling white supremacy, colonialism, ableism, linguisticism, and heteropatriarchy (which I understand as being interconnected in complex ways). That being said, I also recognize that discussions of hatred, oppression, discrimination, and marginalization do not impact us all in the same ways.

Please do what you need to take care of yourself. I respect your decisions about how you will participate today.

# Gradients of Experience

**This is all new to me:** How can you actively suspend judgement to remain open to new learning, even when it is uncomfortable or unpleasant or difficult or not what you expected?

**A lot of this is new to me, but not all of it:** How can you actively suspend judgement to remain open to new learning, even when it is uncomfortable or it feels like something you "already know"? How can you actively seek out the unexpected?

**I know this:** How can you remain open to the unexpected? How can you value the role of the learner as its own contribution, rather than thinking of it only as a means to an end (i.e., to becoming an "expert")?

**I live this:** I acknowledge that much of your energy and insight already goes to the work and we are grateful. How can you take care of yourself during our time together, offering only what you want to give and not more?

# What do we know/think about inclusive and antiracist writing?



## Group brainstorm



## **Principles of Inclusive and Antiracist Writing**

- Question assumptions - even the ones we have never noticed before
- Choose words thoughtfully and carefully
- Revise critically
- Seek feedback
- Recognize and respect diversity
- Think about **how** you are presenting your content

## **Principles - continued**

- Consider linguistic strategies and repertoires
- In almost no case is it acceptable to use an adjective to refer to a person or group of people
- It is also not acceptable to write about an individual as though they speak for or represent an entire group or category of people, or the entirety of a particular experience



# Writing exercises to look at in small groups

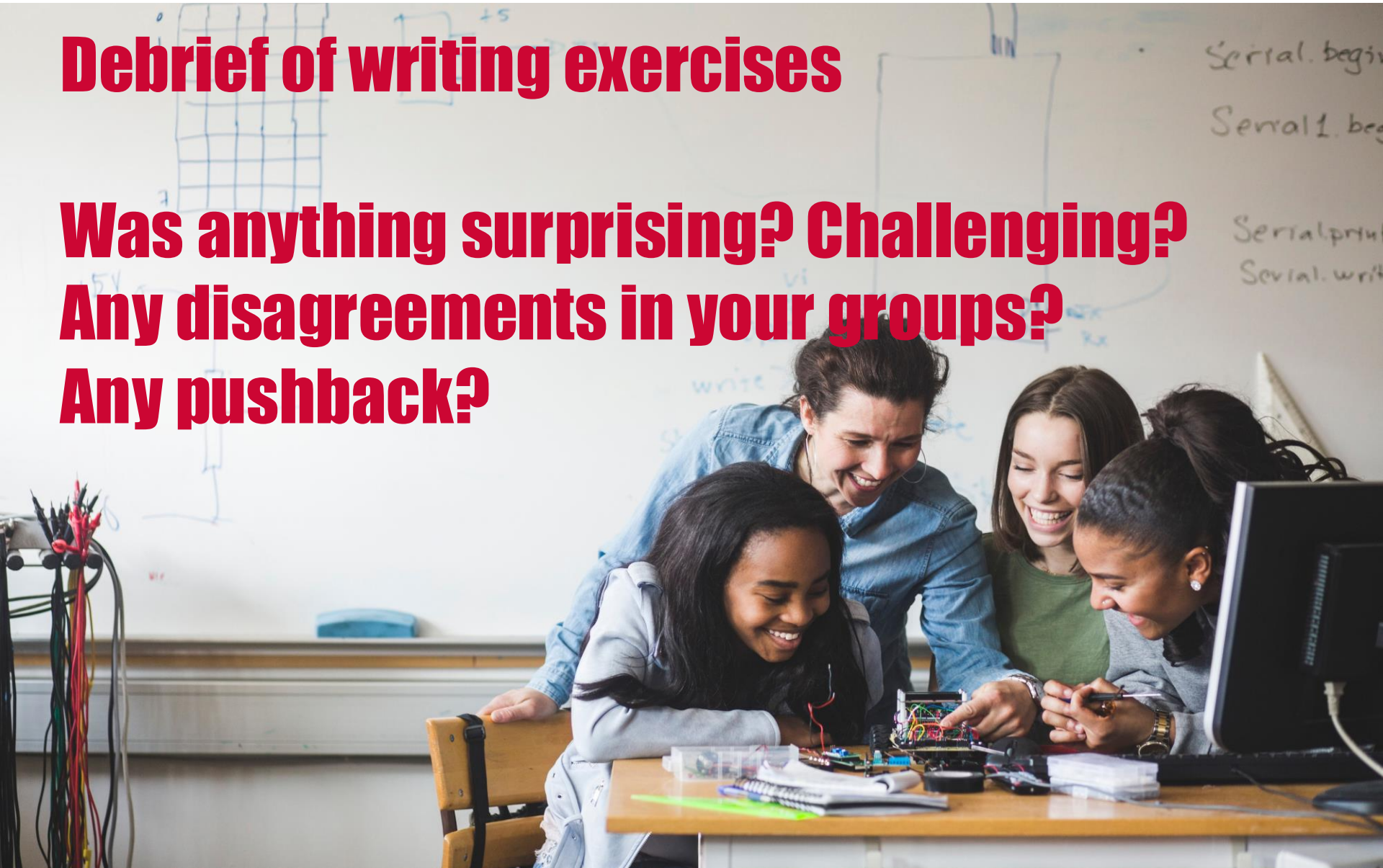
[Click here for  
writing exercises  
online](#)



Created by Saeful Muslim  
from the Noun Project

# Debrief of writing exercises

**Was anything surprising? Challenging?  
Any disagreements in your groups?  
Any pushback?**



# Inclusive and Antiracist Collaboration – some things to keep in mind

Communication is complex (!) and involves:

- Timing, environment, context (including relationship)
- Identities of those involved/witnessing
- Your intentions and goals
- Your own knowledge and capacity (changeable)



# Context of Peer Feedback

Who has had an unpleasant experience with feedback (peer or otherwise, giving or receiving) before?



## Context of Peer Feedback (continued)

Take a minute to note down what makes feedback useful or effective for you.



## Inclusive Peer Feedback

What makes feedback *exclusionary* is often a reviewer **assuming** that they know what is right or best for a writer, without necessarily knowing much about the writer's goals, intentions, or audience.

It can also happen when a reviewer provides feedback based on their own aesthetic preferences.

## **When *receiving* peer feedback**

Let the peer reviewer know what kind of feedback you want!

Some questions to consider:

- What stage is this writing in? (preliminary draft, nearing publication?)
- Who is your audience and what are their needs?
- What are your goals?
- What kind of feedback do you like to receive?
- What are your own writing concerns? (ex., I know I tend to be wordy)



## When *giving* peer feedback

You don't always know what the writer is looking for. Do your best to be curious!

Some questions to consider:

- What do you know about this writer/project?  
What don't you know?
- How much feedback can the writer realistically address?
- Is this a mistake (one-off) or a pattern of error?  
If it is a pattern, can you explain the issue or link to a resource that does?

# **Inclusive feedback doesn't mean being a cheerleader**

Being an effective peer reviewer isn't about empty praise. Challenging questions can help a writer learn and grow and can improve a written project.

But, feedback should be in service to the goals of the writer/project, and not the reviewer.

# Thou shalt not red pen



Photo by [Kelly Sikkema](#) on [Unsplash](#)

Except when thou shalt

# Closing Discussion/Q&A



What's unique about inclusive and antiracist writing in an engineering context? What can be done?