

Name: **Tim Krause**  
Department: **ESOL (English for Speakers of Other Languages)**  
Campus: **Southeast**  
Email: [timothy.krause@pcc.edu](mailto:timothy.krause@pcc.edu)  
Phone: **XXX-XXX-XXXX**  
Position: **Part-Time Faculty**

1. Title of project:

### **Exploring the Universal Declaration of Human Rights**

2. Description of project (about 200-500 words).

**This social justice writing project will introduce ESOL (English for Speakers of Other Languages) Level 7 Academic Writing students to the Universal Declaration of Human Rights (UDHR). Students will receive a free [illustrated digital copy](#) of the UDHR as well as a [translation into their first language](#). Together, the class will read and analyze the content, structure, style, and vocabulary of the document as well as its purpose, history, and reception. Students will then choose from writing prompts that I develop which use the UDHR as inspiration and information. For example, I will highlight key concepts within the UDHR, and students will choose one to explore in depth in a definition essay. We will then touch on situations addressed by the UDHR after which students choose one to study more closely in a cause-and-effect essay. In our third project, we will identify areas that still spark debate and use those as the basis of discussion essays that look at multiple sides of an issue, especially those that are informed by a culture other than their own. After completing three essays -- each in a different rhetoric style and each about a different article of the UDHR -- students will have the opportunity to choose one of their three essays to polish with the option of publishing in a class anthology. Finally, students will prepare a reflection on their experience interacting with the UDHR in order to personalize and internalize the experience.**

3. Please provide a brief answer to each of the following:

a. What is it you hope to gain from completing this project? How will it benefit your students?

**After completing this project, students will be able to explain the purpose and general content of the Universal Declaration of Human Rights. Through these writing exercises, students will identify tensions and draw connections between lofty aspirations and real-world situations, not only in the U.S., but in their home country and the different cultures of their international ESOL classmates. The activity will give students tools to express formally in writing their ideas about issues that are important to them, while also contextualizing in a very human way the issues that impact their classmates. In other words, the project will help them think more about themselves and their relationship with others.**

b. Is this project replicable? (preference will be given to projects that can be used in more than one course or by more than one instructor). Please explain.

**Yes. The project will result in a compilation of open educational resource (OER) teaching materials (lesson plans, handouts, slides, writing prompts, rubrics, etc.) easily adopted by other instructors of ESOL Level 7 Academic Writing districtwide, either as a fully integrated sequence of writing assignments or as standalone supplemental activities. While designed for ESOL students, this project would also be appropriate for ABS/GED students and possibly even WR115. Ultimately, it is my goal to incorporate this curriculum into a full OER composition and grammar textbook that I am currently developing for upper-level ESOL students, a textbook that would be distributed publicly via Open Oregon.**

c. How would you be able to share what you have done with other faculty at PCC?

**I can share the link to the final materials via the list-servs for ESOL, ABS/GED, and English. By the end of 2020, I hope to publish the materials as OER via Open Oregon.**

d. Is there anything in your background or experience that will help you to accomplish this project?

**Yes. I have [experience in developing and publishing materials](#), including reading skills textbooks for ESOL Levels 7 and 8, as well as a grammar textbook and readers for Levels 1, 2, and 3. I've also adapted short stories and academic writing exercises -- all of which have been (or soon will be) published as OER by Open Oregon. For the past two years, I have also published a free weekly news website, [ESOL News Oregon](#), for English language learners. Almost all of this work -- as well as other activities, such as the Human Library for CultureSEast -- has been centered on social justice themes similar to this. I have also taught Level 7 Writing before, and so I am familiar with its academic requirements and student proficiency.**