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### **Michelle Petty Wins 2025 CCCC Richard Braddock Award**

Champaign, IL – 1/24/25 – Michelle Petty, University of California, Santa Barbara, has won the 2025 CCCC Richard Braddock Awards for, “Black Linguistic Justice from Theory to Practice,” published in the June 2024 issue of *College Composition and Communication* and coauthored with Hannah Franz, Angela Rowell, Marie Tano, Sierra J. Johnson, and Anne Charity Hudley. The Conference on College Composition and Communication (CCCC) is an association within the National Council of Teachers of English (NCTE).

This award is presented to the author of the outstanding article on writing or the teaching of writing in the CCCC journal, *College Composition and Communication*, during the year before the CCCC Annual Convention. The award was created to honor the memory of Richard Braddock, from the University of Iowa, an extraordinary person and teacher who touched the lives of many people.

This year’s Selection Committee noted the following:

The 2025 Braddock Award committee is excited to award this year’s prize to “Black Linguistic Justice from Theory to Practice” by Hannah Franz, Michelle Petty, Angela Rowell, Marie Tano, Sierra J. Johnson, and Anne Charity Hudley. Building on long standing conversations in our field about how best to enact Black linguistic justice and responding to recent calls for linguistically informed pedagogies in writing studies, the authors outline the rationale and development of Students’ Right to Their Own Writing (SRTOW), an accessible website that “foregrounds what Black college students deserve to know and what their instructors need to know about AAE to the issue of writing feedback and grading, which is pertinent across disciplines” (p. 652). As the authors note, given the contingent and overburdened nature of the labor force in many writing programs, too often the scholarship of the field is difficult to apply in classrooms. Because this piece offers such a user-friendly and hands-on platform to guide teachers of writing to productively engage Black linguistic justice in the classroom, it is bound to have a significant impact. The article is deeply embedded in disciplinary knowledge while also offering something new, specific, and vitally important. It is theoretically sophisticated, empirically grounded, and eminently practical.

Another strength of the article is the way it exemplifies research methods and approaches. The authors promote a version of scholarly research and writing that is reciprocal, responsive, and empowering for student-writers/student-researchers. The article describes both how the researcher/writers collaborated with one another as well as how they engaged with and responded to multiple audiences (high school teachers, college writing instructors, and, most importantly, Black students).

Franz et al.'s work models how writing instructors can live out their commitment to helping students make informed choices in their writing, how writing researchers can meaningfully collaborate with a range of constituents, and how researchers can keep the student populations they hope to benefit at the heart of their work by including them as co-researchers. We can think of no better representation of what we hope work in writing studies might do.

Petty will be announced as a recipient of the CCCC Richard Braddock Award at the CCCC Awards Presentation on Friday, April 11, during the 2025 CCCC Annual Convention in Baltimore, MD.

For more information about the CCCC Richard Braddock Award, including past winners, see <http://cccc.ncte.org/cccc/awards/braddock>.

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*The Conference on College Composition and Communication, with more than 4,000 members and subscribers, supports and promotes the teaching and study of composition, rhetoric, and communication skills at the college level, both in undergraduate and graduate programs. College Composition and Communication is the group's journal. For more information, visit <http://cccc.ncte.org/>.*

*The National Council of Teachers of English, with more than 25,000 individual and institutional members worldwide, is dedicated to improving the teaching and learning of English and the language arts at all levels of education. For more information, please visit <http://www2.ncte.org/>.*