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The Marks Family Center for Excellence in Writing

Midterm Portfolio
WRIT-0590-303: Spelling and Society

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DISCLAIMER: This portfolio is a fictional compilation created solely for educational purposes. It is intended to serve as a reference for stylistic choices and overall structure.

January 16, 2025

Statement of Academic Integrity

My signature below certifies that I have complied with the University of Pennsylvania's Code of Academic Integrity in completing this portfolio.

A handwritten signature in black ink that reads "B. de Espinosa". The signature is written in a cursive style with a large, looped initial "B".

Bento de Espinosa
January 16, 2025

I acknowledge that Generative AI tools were utilized during the preparation of this portfolio. Specifically:

1. **Reflection Letter:** Generative AI was employed to brainstorm ideas and refine the final draft, ensuring clarity and coherence.
2. **White Paper:** Generative AI was used throughout the process to brainstorm content, edit drafts, and polish the final version.
3. **Baseline Document and Reflection:** Generative AI assisted in editing for style, grammar, and overall presentation.

All AI-assisted contributions were reviewed, evaluated, and supplemented with my own insights to ensure originality and alignment with the requirements of this course.

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Part I

Opening Reflection

Chapter 1

Letter of Reflection

Dear Faculty Readers,

I hope this letter finds you well, and I appreciate your taking the time to read it. This Critical Writing Seminar has been a truly special course for me. Back in Amsterdam, I grew up surrounded by the bustling merchant trade of my family, where the docks and marketplaces were a constant source of learning about negotiation and exchange. Meanwhile, my home life in the Portuguese Jewish community instilled in me a love for scholarship—particularly geometry and philosophical inquiry. English, however, has often felt unfamiliar, quite different from the Dutch and Hebrew that once anchored my daily life. Consequently, this course marks my first deep dive into observing and practicing critical writing in English within a university setting. Although it presented numerous challenges—from unlearning my abstract style to addressing more pragmatic requirements—I have grown from each hurdle, and I look forward to sharing my reflections here.

For this seminar, my white paper focused on integrating hieroglyphics into Egypt’s national curriculum. Initially, I approached the topic with broad philosophical goals, emphasizing cultural preservation and the intellectual richness of hieroglyphics. However, I soon realized that to convince policymakers, I needed to address practicalities: implementation phases, resource constraints, and the tangible benefits of such a program for students and society. This shift required me to move beyond abstract ideals and ground my argument in actionable steps supported by empirical data and policy frameworks.

Revising the white paper was a revealing process. To better connect with my audience—policy specialists at Egypt’s Ministry of Education—I refined my rhetorical structure, incorporating clear, practical recommendations alongside cultural and educational justifications. Drawing on feedback, I expanded my analysis to include phased implementation strategies, cost considerations, and case studies of successful cultural education initiatives. For instance, I detailed how digital tools like gamified apps and online resource platforms could make hieroglyphics education accessible even in under-resourced schools. These adjustments not only strengthened my argument but also taught me the importance of aligning abstract goals with practical applications—a balance I now see as essential in policy writing.

Reflecting on this process, I recognize how my dual background in philosophy and trade unexpectedly shaped my approach. Philosophical reasoning informed the overarching “why” of my argument, while my family’s merchant mindset brought a focus on logistics and feasibility. This synthesis of abstract and practical thinking proved invaluable, helping me build a compelling

case that bridged cultural heritage and modern educational needs.

Although this journey has been challenging, particularly navigating the balance between theoretical ideas and concrete details, I've learned to appreciate the iterative nature of writing. Each draft felt like solving a geometry problem: requiring precision, patience, and a willingness to revise and refine. I still see room for growth, particularly in integrating data more seamlessly and ensuring my arguments remain accessible to diverse audiences. However, I feel I've made significant strides in crafting persuasive, clear, and actionable writing.

Overall, this semester's writing course has been both demanding and highly rewarding. The sheer number of revisions, feedback sessions, and reorganizations sometimes leaves me dizzy, but I can feel my skills strengthening. I know I still have areas to work on, including refining my use of data and ensuring that philosophical insights remain grounded in concrete realities. Nonetheless, I value everything I have learned so far and plan to carry these experiences into my future academic work, whether for other courses at Penn or eventual policy-related endeavors back in Amsterdam.

Thank you for taking the time to read my letter and provide feedback on my portfolio. I hope this reflection has given you a glimpse into the challenges I've faced and how I am tackling them. I understand the midterm portfolio is substantial, and I'm deeply appreciative of your commitment to guiding us through this experience. Wishing you all the best, and I look forward to your insights as I continue refining my work.

Sincerely,

Bento de Espinosa
University of Pennsylvania, Philosophy Major

Part II

White Paper

Chapter 2

White Paper 2nd Draft

Reviving Hieroglyphics in the Egyptian Education System

By Bento de Espinosa, University of Pennsylvania, bespinosa@sas.upenn.edu

2.1 Introduction

Egypt's heritage is deeply rooted in its ancient civilization, epitomized by Egyptian hieroglyphics. This script, used for over three millennia, captures the cultural, religious, and intellectual achievements that have shaped global understanding of human history (El Shamy, 2017). Today, while Modern Standard Arabic continues to dominate educational and official systems, hieroglyphics remain largely confined to museums, archaeological sites, and specialized academic study. In light of renewed calls for cultural revival and educational innovation, this white paper proposes a cohesive policy to reintroduce hieroglyphics into Egypt's national curriculum.

Central Claim: *Systematically integrating hieroglyphics education can preserve Egypt's cultural legacy while fostering critical thinking, creativity, and cross-disciplinary learning in resource-conscious ways.*

2.2 History of the Question

Efforts to incorporate hieroglyphics into formal education have periodically emerged throughout modern Egyptian history, although these initiatives often remained limited to specialized scholarly circles. In the early 20th century, for instance, the decipherment of the Rosetta Stone by Champollion in the preceding century fueled interest among local academics and European Egyptologists alike (Hassan, 2018). However, momentum for broad-based educational adoption was overshadowed by pressing sociopolitical changes, including Egypt's independence movement and the subsequent emphasis on Arab nationalism (Ministry of Education, 2020).

During the mid-20th century, selective attempts to integrate hieroglyphics into history curricula appeared briefly in certain Cairo-based schools. These experimental programs primarily aimed to enrich students' appreciation of Egypt's Pharaonic heritage, but they lacked sustained governmental support and comprehensive policy frameworks (El Shamy, 2017). Over time, initia-

tives were further curtailed by limited resources, as modernization efforts focused on expanding Arabic-based literacy and vocational training across the country (UNESCO, 2019).

In recent decades, a renewed push for cultural preservation has reignited dialogue about reviving hieroglyphics beyond academia. Researchers and cultural advocates note that properly structured hieroglyphics education could serve as a unifying thread in an increasingly diverse nation, while simultaneously opening avenues for innovative, cross-disciplinary instruction (Al-Khuli, 2022). With the rise of digital learning tools, the feasibility of teaching an ancient script even in under-resourced settings has improved substantially, creating new possibilities for nationwide implementation.

The ongoing conversation thus revolves around the critical question: *Can Egypt systematically integrate hieroglyphics in a way that both honors cultural heritage and addresses modern educational needs?* This white paper builds upon previous attempts and contemporary technological advancements to propose a roadmap for making hieroglyphics education a reality.

2.3 Rationale and Impact

2.3.1 Cultural Preservation and National Unity

Hieroglyphics are not just historical artifacts; they are a living testament to the enduring identity of Egyptians (UNESCO, 2019). Teaching this script to younger generations:

- **Strengthens Shared Heritage:** Students gain a direct link to historical achievements, fostering a more inclusive form of national pride that highlights collective ownership of Egypt's past.
- **Promotes Intergenerational Connection:** Encourages families and communities to revisit and celebrate local histories, thereby unifying diverse segments of the population.

By reframing the appeal to pride as a celebration of collective heritage, this approach aims to unite, rather than alienate, potential stakeholders.

2.3.2 Educational Innovation and Skill Development

Incorporating hieroglyphics offers avenues for project-based, interdisciplinary learning:

- **Cognitive Skills:** The complex nature of hieroglyphic symbols sharpens pattern recognition, analytical thinking, and problem-solving.
- **Cultural Literacy:** Students explore ethical, historical, and creative dimensions of ancient Egyptian society, enhancing their ability to engage with diverse cultures (Smith & Jones, 2020).
- **Technological Integration:** Dedicated mobile apps, gamified platforms, and online collaborative tools could make the curriculum accessible even in resource-constrained schools (see Table 2.1).

Such methods illustrate how a heritage-based curriculum can simultaneously foster critical digital competencies, aligning with modern job market demands.

Table 2.1: Potential Technology Integration for Hieroglyphics Education

Tool / Platform	Educational Function
Mobile App (Android/iOS)	Interactive flashcards, quizzes, AR overlays
Online Platform	Virtual classrooms, discussion boards, resource sharing
Gamified Software	Hieroglyphic puzzles, role-playing scenarios, story-based tasks
Digital Library	Open-access repository of inscriptions, e-books, and research

2.4 Addressing Resource Constraints

2.4.1 Feasibility in Diverse Educational Contexts

A core concern is the feasibility of hieroglyphics education in under-resourced schools. To address this:

- **Low-Cost Materials:** Core hieroglyphic lessons can be introduced using inexpensive laminated charts and activity sheets. Pilot programs in rural schools have shown that engaging visual aids spur student interest even with minimal technology ([Hassan, 2018](#)).
- **Gradual Adoption of Technology:** Simple smartphone apps and offline digital resources (e.g., preloaded tablets) can complement traditional classroom teaching when internet connectivity is limited.

2.4.2 Leveraging Local Partners and Case Studies

Historical precedents within Egypt provide guidance on cost-effective heritage education:

- **Local Museums and Cultural Centers:** Many institutions already run low-cost workshops on ancient Egyptian culture. Collaborations with these centers can extend hieroglyphics outreach ([El Shamy, 2017](#)).
- **Community-Led Projects:** In certain governorates, community-funded literacy initiatives have integrated local heritage components. Such models could be adapted for basic hieroglyphics modules, ensuring authenticity and public buy-in ([Ministry of Education, 2020](#)).

2.5 Implementation Strategy and Policy Recommendations

To transform this proposal into actionable policy, the Ministry of Education should follow a phased approach with measurable benchmarks, balancing ambition with feasibility.

2.5.1 Phase 1 (Year 1–2): Pilot and Preparation

- **Establish Pilot Programs:** Select 10–15 schools in diverse settings (urban, rural, near archaeological sites) for a year-long trial, using simplified hieroglyphic lesson plans and teacher training modules.
- **Develop Core Materials:** Standardized charts, illustrated textbooks, and basic digital platforms to ensure consistent instruction across pilot schools.

- **Teacher Training Workshops:** Partner with Egyptologists at local universities to train volunteer educators in foundational hieroglyphics and culturally responsive teaching methods (Al-Khuli, 2022).
- **Measurable Benchmark:** Track student engagement and comprehension through end-of-semester assessments and classroom observations.

2.5.2 Phase 2 (Year 3–4): Curriculum Integration and Expansion

- **Curriculum Refinement:** Use feedback from Phase 1 to finalize lesson sequences, ensuring alignment with national standards in history, language arts, and art education.
- **Digital Toolbox:** Launch a comprehensive online resource center featuring lesson plans, mini-documentaries, and interactive quizzes to accommodate schools with varying resource levels (Wilson, 2015).
- **Teacher Accreditation:** Integrate a short certification module in teacher colleges focusing on hieroglyphics pedagogy, cultural sensitivity, and cross-disciplinary collaboration (Smith & Jones, 2020).
- **Measurable Benchmark:** Expand successful pilot elements to at least 30% of public schools nationwide, with a standardized evaluation rubric for hieroglyphics literacy.

2.5.3 Phase 3 (Year 5 and Beyond): Nationwide Rollout and Continuous Improvement

- **Full-Scale Implementation:** Incorporate hieroglyphics modules into standard history or language curricula for all public schools. Optional electives and clubs can deepen advanced study.
- **Ongoing Evaluation and Funding:** Annual reviews of student performance, teacher readiness, and resource allocation, ensuring updates to textbooks and digital platforms remain relevant (Hassan, 2018).
- **Optional Cultural Exchanges:** Create youth exchange programs with partner institutions (e.g., museums, tourism boards) to strengthen public awareness and cultural appreciation.
- **Measurable Benchmark:** Achieve comprehensive integration of hieroglyphics education in 90% of schools by Year 7, supported by stable funding lines from the Ministry of Education.

2.5.4 Estimated Costs and Logistics

While exact figures require detailed budgeting, illustrative allocations include:

- **Training and Materials:** 50% of initial budget for pilot teacher training, print resources, and local workshops.
- **Digital Infrastructure:** 30% directed to app development, online platforms, and local server capacities where feasible.

- **Ongoing Monitoring & Evaluation:** 20% for annual audits, curriculum upgrades, and external evaluations.

Such an allocation ensures that the initiative remains sustainable and responsive to emerging challenges.

2.6 Anticipated Benefits and Counterarguments

2.6.1 Collective Advantages

- **Cultural Continuity:** Strengthens a shared sense of belonging anchored in centuries of intellectual legacy (UNESCO, 2019).
- **Pedagogical Enhancement:** Fosters creative problem-solving and interdisciplinarity in a rapidly evolving educational landscape.
- **National Cohesion:** Provides a unifying curriculum element that can be adapted locally, reflecting the diversity of Egyptian communities.

2.6.2 Addressing Common Objections

Resource Constraints. Introducing hieroglyphics need not be prohibitively expensive; the three-phase rollout plan deliberately factors in technology and low-cost materials.

Practical Relevance. While hieroglyphics may not be a modern vernacular, the study of such a rich symbolic system nurtures critical thinking, visual literacy, and historical empathy—skills that resonate beyond language classes.

Risk of Overemphasis on Heritage. Integrating hieroglyphics is a complement to, not a replacement for, Arabic-based curricula. It recognizes Egypt's dual responsibility to preserve cultural heritage and prepare students for global challenges (Al-Sayed, 2021).

2.7 Conclusion

Reintroducing hieroglyphics into Egypt's national curriculum extends beyond a symbolic gesture; it forges an educational pathway that merges cultural heritage with contemporary teaching innovation. By championing inclusivity and leveraging feasible, technology-driven solutions, this policy can revitalize one of the world's most iconic writing systems without undermining the constraints faced by today's schools. Ultimately, an educational focus on hieroglyphics is a testament to Egypt's capacity to honor its past while confidently shaping its future.

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White Paper Post Outline

Given

- Egyptian hieroglyphics epitomize the cultural, religious, and intellectual achievements of ancient Egypt, with a history spanning over three millennia.
- Modern Standard Arabic dominates Egypt's educational and official systems, while hieroglyphics are largely confined to specialized academic study.
- Renewed interest in cultural revival and technological advancements makes it feasible to integrate hieroglyphics into the national curriculum.

Thus

Systematically integrating hieroglyphics education can preserve Egypt's cultural legacy while fostering critical thinking, creativity, and cross-disciplinary learning in resource-conscious ways.

History of the Question

- Previous attempts to integrate hieroglyphics education have been limited to specialized scholarly circles and short-lived curricular experiments.
- Renewed interest in cultural preservation and digital tools has reignited the feasibility of hieroglyphics education.

Rationale and Impact

Cultural Preservation and National Unity

- **Strengthens Shared Heritage:** Teaching hieroglyphics connects students to Egypt's historical achievements and promotes collective pride.
- **Promotes Intergenerational Connection:** Encourages families to engage with and celebrate local histories.

Educational Innovation and Skill Development

- **Cognitive Skills:** Hieroglyphics education sharpens pattern recognition and analytical thinking.
- **Cultural Literacy:** Enhances understanding of ethical, historical, and creative dimensions of ancient Egypt.
- **Technological Integration:** Uses mobile apps, gamified platforms, and online tools to make learning accessible and engaging.

Economic and Tourism Potential

- **Enhanced Global Brand:** Revitalized hieroglyphics attract tourists and cultural enthusiasts.
- **Career Pathways:** Expands demand for teachers, curriculum developers, and professionals in heritage services.

Addressing Resource Constraints

- **Low-Cost Materials:** Laminated charts and activity sheets ensure affordability in under-resourced schools.
- **Gradual Technology Adoption:** Smartphone apps and offline resources complement traditional teaching methods.
- **Leveraging Local Partners:** Collaborate with museums and community-led projects for low-cost, authentic education.

Implementation Strategy and Policy Recommendations

Phase 1 (Year 1–2): Pilot and Preparation

- Establish pilot programs in select schools (urban, rural, near archaeological sites).
- Develop standardized charts, textbooks, and digital platforms.
- Partner with Egyptologists for teacher training workshops.
- Benchmark: Measure student engagement and comprehension through assessments.

Phase 2 (Year 3–4): Curriculum Integration and Expansion

- Refine curriculum based on feedback from Phase 1.
- Launch an online resource center for consistent instruction.
- Integrate teacher certification modules into training programs.
- Benchmark: Expand to 30% of schools with standardized hieroglyphics literacy evaluations.

Phase 3 (Year 5+): Nationwide Rollout and Continuous Improvement

- Incorporate hieroglyphics into national curricula across all public schools.
- Conduct annual evaluations for resource updates and performance tracking.
- Develop cultural exchange programs to enhance public awareness.
- Benchmark: Achieve integration in 90% of schools by Year 7.

Anticipated Benefits and Counterarguments

Benefits

- **Cultural Continuity:** Strengthens national identity and pride.
- **Educational Enhancement:** Encourages interdisciplinary learning and problem-solving.
- **National Cohesion:** Unifies diverse communities under a shared heritage.

Counterarguments

- **Resource Constraints:** Phased rollout and low-cost methods address financial challenges.
- **Practical Relevance:** Hieroglyphics nurture critical skills that extend beyond language study.
- **Heritage Emphasis:** Integrating hieroglyphics complements, rather than replaces, Arabic-based education.

Conclusion

Reviving hieroglyphics through systematic education fosters a balance between preserving Egypt's rich heritage and advancing modern, inclusive teaching methods. By leveraging technology and stakeholder collaboration, this initiative ensures that hieroglyphics remain a vibrant emblem of Egypt's past and future.

White Paper Rhetorical Outline

Proposition

The systematic integration of hieroglyphics education in Egypt's national curriculum can preserve Egypt's cultural legacy while fostering critical thinking, creativity, and cross-disciplinary learning. The proposal emphasizes the feasibility of implementation through resource-conscious methods and technological advancements.

Audience

The intended audience includes:

- **Policy Makers:** Particularly within the Ministry of Education, who have the authority to implement national curriculum changes.
- **Academics and Educators:** Egyptologists, linguists, and historians, as well as teachers and curriculum developers who will design and deliver the program.
- **Cultural Advocates and Institutions:** Organizations and professionals invested in cultural preservation, tourism, and heritage education.

Genre

The paper is a **policy-oriented white paper** targeting actionable change in education policy. It combines academic rigor with practical solutions and anticipates real-world implementation.

Exigence (Author's Motive)

The paper is driven by a dual motive:

1. **Cultural Preservation:** Highlighting the urgency of protecting and revitalizing hieroglyphics as a unique cultural heritage.
2. **Educational Innovation:** Proposing a modern, resource-conscious approach that aligns heritage education with cognitive skill development and global trends in interdisciplinary learning.

By advocating for hieroglyphics education, the author aims to bridge the gap between Egypt's rich past and its modern educational framework while positioning the proposal as a model for integrating heritage-based curricula in other contexts.

Motive of Reader

Readers might approach the paper to:

1. **Develop policies:** Understand how to implement heritage education initiatives within national curricula.
2. **Inform practice:** Gain insights into cost-effective methods for introducing hieroglyphics in under-resourced schools.
3. **Strengthen advocacy:** Leverage the argument to support broader cultural preservation efforts in Egypt and beyond.

Policy makers may use the paper to shape national strategy, while academics and practitioners may draw on its frameworks for applied research or classroom practice.

Author's Goal

The paper seeks to:

- **Persuade stakeholders:** Convince policy makers, educators, and cultural advocates of the feasibility and importance of the proposed initiative.
- **Propose actionable solutions:** Provide a phased implementation strategy that balances ambition with practicality.
- **Raise awareness:** Highlight the broader benefits of integrating cultural heritage into education, including economic, social, and cognitive impacts.

These goals are supported through historical context, practical examples, and a clear roadmap for implementation.

Plan

The paper is structured into the following sections:

1. **Introduction:** Establishes the cultural and educational significance of hieroglyphics and outlines the central claim.
2. **History of the Question:** Reviews past efforts to integrate hieroglyphics into education, identifying challenges and opportunities for renewed action.
3. **Rationale and Impact:** Explores cultural, educational, and economic benefits, with a focus on innovation and skill development.
4. **Addressing Resource Constraints:** Proposes solutions for integrating hieroglyphics in under-resourced schools, including low-cost materials and gradual technology adoption.
5. **Implementation Strategy:** Outlines a phased approach to curriculum development and rollout, with measurable benchmarks.
6. **Anticipated Benefits and Counterarguments:** Summarizes advantages and addresses potential objections to the proposal.
7. **Conclusion:** Reinforces the importance of the initiative and its potential to honor Egypt's heritage while meeting modern educational needs.

Other Rhetorical Strategies

- The paper employs historical examples (e.g., mid-20th-century Cairo programs, Rosetta Stone studies) to establish precedent and credibility.
- Practical tools, such as technology integration (apps, gamified platforms), demonstrate the feasibility of implementation.
- The phased implementation plan reflects a pragmatic understanding of resource constraints and stakeholder dynamics.
- The use of visual aids (e.g., Table 2.1 detailing technology integration) helps convey complex ideas effectively.
- The paper balances scholarly rigor with accessibility, making it relevant for a diverse audience of academics, policy makers, and practitioners.

Chapter 3

White Paper 1st Draft

Reviving Hieroglyphics in the Egyptian Education System

Egyptian hieroglyphics stand as one of humanity's most enduring symbols of civilization. They reflect the millennia-old heritage of Egypt, capturing not only the beliefs and stories of ancient times but also an intricate system of writing that laid the foundation for scripts that followed. While Modern Standard Arabic has formed the backbone of Egypt's educational and official systems for decades, there is a growing impetus to preserve and revive ancient cultural practices in order to strengthen Egypt's cultural identity and international standing. Against this backdrop, the Ministry of Education is uniquely positioned to systematically reintroduce hieroglyphics into the national curriculum. Doing so can help preserve cultural identity, introduce innovative pedagogical approaches, and bolster Egypt's worldwide reputation as the guardian of a rich heritage.

Reintroducing hieroglyphics into Egyptian schools resonates with a broader mission to foster cultural preservation and national identity. Hieroglyphics, once the lifeblood of communication in ancient Egypt, are intimately tied to some of the world's most iconic historical achievements, from the construction of the pyramids to the theological texts that adorn temple walls. By teaching these symbols and their meanings, students gain a direct connection to the civilization that shaped Egypt over thousands of years. Such a connection naturally nurtures pride in national roots and encourages an appreciation of the country's diversity. Moreover, seeing hieroglyphics in everyday educational materials—whether textbooks, digital apps, or classroom activities—helps remind students that their cultural inheritance is not solely rooted in the modern era; rather, it extends back through a continuous chain of linguistic and artistic innovation.

From an educational standpoint, incorporating hieroglyphics opens avenues for cross-disciplinary learning. The script itself is inherently visual, blending pictorial representations with symbolic meaning. This dual nature invites an integrated curriculum that involves art, archaeology, linguistics, and technology. Students might study a single hieroglyphic inscription from multiple angles—analyzing its grammatical structure, practicing its artistic presentation, exploring its historical context, and applying digital tools to decode or recreate it. Such a holistic educational model not only sparks curiosity but also aligns with successful experiences in other parts of the world, where countries have revived or reinvigorated languages once considered endangered. In Israel, a robust curriculum around Hebrew contributed to its modern-day revival; in New Zealand, structured curricula helped breathe new life into Māori. These and similar cases underscore that committed planning and support can propel ancient or lesser-spoken languages back into main-

stream education.

Beyond cultural and educational gains, there is significant economic and tourism potential in reviving hieroglyphics as a living element of modern Egypt. The promise of encountering a revitalized ancient writing system—one that is actively taught, spoken about, and integrated into cultural events—could enhance Egypt’s global brand and, by extension, draw visitors seeking immersive heritage experiences. Museums, archaeological sites, and cultural institutions could collaborate with schools to host students and tourists alike in specialized workshops, further bridging the gap between academia, local communities, and the tourism industry. Additionally, the introduction of hieroglyphics into education expands career pathways. There would be a rising need for specialized teachers, curriculum developers with both linguistic and pedagogical expertise, as well as professionals in heritage-related services, all of whom could help support Egypt’s cultural economy in new and dynamic ways.

Realizing this vision depends on the active collaboration of several key stakeholders. Foremost is the Ministry of Education, which holds the institutional authority to shape curriculum standards and oversee their consistent application across various regions. Egyptologists, linguists, and archaeologists would likewise be crucial in developing course materials, designing teacher training programs, and ensuring linguistic accuracy. Teachers themselves become frontline implementers, guiding students through lessons that blend historical context and modern creativity. Students stand to gain the most from a successful program, as they would acquire a unique skill and a richer sense of identity, while indirectly strengthening Egypt’s global cultural profile. Each stakeholder has a defined role: from policy implementation to content creation, from classroom delivery to professional development.

An initial, incremental timeline would best manage the challenges of introducing a specialized subject nationwide. In the short term (one to two years), carefully designed pilot programs could be launched in select schools, particularly those with an existing emphasis on heritage education. These pilot programs might occur in areas adjacent to major archaeological sites or in schools that already maintain partnerships with local cultural institutions. During this phase, digital resource creation—including online hieroglyphic tools and interactive applications—would be tested in controlled classroom environments. In the medium term (three to five years), the focus would be on expanding these pilot programs to regional schools. Building on lessons learned, the Ministry of Education could deploy systematic teacher training programs to ensure that knowledge and teaching strategies are standardized. Meanwhile, feedback loops from students, teachers, and content experts would refine the curriculum, introducing more advanced educational technologies such as virtual reality experiences. Finally, the long-term vision (beyond five years) would be a nationwide rollout, guided by continuous research and feedback. With a fully integrated curriculum, hieroglyphics education would become an enduring feature of Egypt’s broader cultural and academic landscape.

Careful attention must also be paid to the scope of the rollout, since a hurried, blanket introduction of hieroglyphics could overwhelm under-resourced schools or communities. A phased approach, beginning with institutions that have existing programs or interest in heritage education, ensures a strong foundation. This could mean prioritizing schools near archaeological hubs like Giza, Luxor, or Aswan, where students and families are already closely connected to cultural tourism and local monuments. Gradual expansion across governorates would follow, ensuring that all primary and secondary schools eventually incorporate at least foundational hieroglyphics lessons. Throughout, technology should play a central role—from interactive apps that gamify

learning to online platforms that support teacher collaboration. Many modern students are well-versed in digital learning methods, so virtual reality, augmented reality, and 3D reconstructions of ancient inscriptions all hold promise for making the subject not only educational, but also deeply engaging and accessible.

In conclusion, systematically reintroducing hieroglyphics into Egypt's national curriculum is an opportunity to strengthen the nation's cultural identity, pioneer new educational methods, and showcase a living heritage to the world. Modern Standard Arabic will remain an anchor in the educational system, but integrating the language of the ancient Egyptians contributes an invaluable layer of national pride and historical continuity. By fostering the study and understanding of hieroglyphics among Egyptian youth, the Ministry of Education can ensure that this ancient script does not remain confined to museum walls but continues to thrive as a vibrant, living emblem of Egypt's enduring legacy.

White Paper Post Outline

Given

- Egyptian hieroglyphics are one of humanity's most enduring symbols of civilization.
- Modern Standard Arabic is the dominant language in Egypt's educational and official systems.
- There is a growing impetus to preserve and revive ancient cultural practices to strengthen Egypt's cultural identity and international reputation.

Thus

The Ministry of Education should systematically reintroduce hieroglyphics into the national curriculum to strengthen cultural identity, foster educational innovation, and bolster Egypt's global standing as a guardian of ancient heritage.

Cultural Preservation and National Identity

What

- Teaching hieroglyphics connects students to Egypt's millennia-old heritage.
- Reviving hieroglyphics fosters national pride and appreciation of cultural diversity.

For example

- Hieroglyphics represent Egypt's iconic historical achievements, such as pyramid construction and temple inscriptions.
- Everyday use of hieroglyphics in educational materials strengthens historical continuity.

Educational Innovation and Cross-Disciplinary Learning

How

- Integrating hieroglyphics invites cross-disciplinary approaches involving art, archaeology, linguistics, and digital tools.
- Revivals of ancient languages in other contexts (e.g., Hebrew, Māori) demonstrate the viability of structured curricula.

For example

- Students analyze inscriptions from grammatical, artistic, and historical perspectives.
- Digital tools and applications make learning hieroglyphics engaging and accessible.

Economic and Tourism Potential

What

- Revitalized hieroglyphics as a living element of modern Egypt enhances its global cultural brand.
- Career pathways expand through increased demand for teachers, curriculum developers, and heritage professionals.

For example

- Specialized workshops and collaborations with cultural institutions attract both tourists and locals.
- Enhanced tourism revenue supports cultural and educational initiatives.

Stakeholders and Roles

Who

- Ministry of Education: Policy design and curriculum standards.
- Egyptologists, linguists, and archaeologists: Content development and teacher training.
- Teachers: Frontline implementation of innovative, engaging lessons.
- Students: Beneficiaries of cultural, educational, and professional opportunities.

Implementation Timeline

When

- **Short Term (1–2 years):** Pilot programs in select schools, particularly near major archaeological sites. Develop and test digital resources and classroom tools.

- **Medium Term (3–5 years):** Expand pilot programs regionally and implement teacher training programs. Incorporate feedback loops for curriculum refinement and advanced technologies like VR.
- **Long Term (5+ years):** Nationwide curriculum integration with continuous research and iterative improvements.

Rollout Scope

How

- Begin with schools emphasizing heritage education near cultural hubs (e.g., Giza, Luxor, Aswan).
- Gradually include primary and secondary schools across governorates.
- Prioritize technology integration through apps, VR experiences, and 3D reconstructions.

Conclusion

Systematically reintroducing hieroglyphics into Egypt's education system will:

- Strengthen national identity and pride.
- Advance cross-disciplinary educational methods.
- Enhance Egypt's international reputation and economic potential through cultural tourism.

This initiative ensures that hieroglyphics transcend museum walls, becoming a vibrant, living testament to Egypt's enduring legacy.

White Paper Rhetorical Outline

Proposition

The systematic integration of hieroglyphics education in Egypt's national curriculum can preserve Egypt's cultural legacy while fostering critical thinking, creativity, and cross-disciplinary learning. The proposal emphasizes the feasibility of implementation through resource-conscious methods and technological advancements.

Audience

The intended audience includes:

- **Policy Makers:** Particularly within the Ministry of Education, who have the authority to implement national curriculum changes.
- **Academics and Educators:** Egyptologists, linguists, and historians, as well as teachers and curriculum developers who will design and deliver the program.
- **Cultural Advocates and Institutions:** Organizations and professionals invested in cultural preservation, tourism, and heritage education.

Genre

The paper is a **policy-oriented white paper** targeting actionable change in education policy. It combines academic rigor with practical solutions and anticipates real-world implementation.

Exigence (Author's Motive)

The paper is driven by a dual motive:

1. **Cultural Preservation:** Highlighting the urgency of protecting and revitalizing hieroglyphics as a unique cultural heritage.
2. **Educational Innovation:** Proposing a modern, resource-conscious approach that aligns heritage education with cognitive skill development and global trends in interdisciplinary learning.

By advocating for hieroglyphics education, the author aims to bridge the gap between Egypt's rich past and its modern educational framework while positioning the proposal as a model for integrating heritage-based curricula in other contexts.

Motive of Reader

Readers might approach the paper to:

1. **Develop policies:** Understand how to implement heritage education initiatives within national curricula.
2. **Inform practice:** Gain insights into cost-effective methods for introducing hieroglyphics in under-resourced schools.
3. **Strengthen advocacy:** Leverage the argument to support broader cultural preservation efforts in Egypt and beyond.

Policy makers may use the paper to shape national strategy, while academics and practitioners may draw on its frameworks for applied research or classroom practice.

Author's Goal

The paper seeks to:

- **Persuade stakeholders:** Convince policy makers, educators, and cultural advocates of the feasibility and importance of the proposed initiative.
- **Propose actionable solutions:** Provide a phased implementation strategy that balances ambition with practicality.
- **Raise awareness:** Highlight the broader benefits of integrating cultural heritage into education, including economic, social, and cognitive impacts.

These goals are supported through historical context, practical examples, and a clear roadmap for implementation.

Plan

The paper is structured into the following sections:

1. **Introduction:** Establishes the cultural and educational significance of hieroglyphics and outlines the central claim.
2. **History of the Question:** Reviews past efforts to integrate hieroglyphics into education, identifying challenges and opportunities for renewed action.
3. **Rationale and Impact:** Explores cultural, educational, and economic benefits, with a focus on innovation and skill development.
4. **Addressing Resource Constraints:** Proposes solutions for integrating hieroglyphics in under-resourced schools, including low-cost materials and gradual technology adoption.
5. **Implementation Strategy:** Outlines a phased approach to curriculum development and rollout, with measurable benchmarks.
6. **Anticipated Benefits and Counterarguments:** Summarizes advantages and addresses potential objections to the proposal.
7. **Conclusion:** Reinforces the importance of the initiative and its potential to honor Egypt's heritage while meeting modern educational needs.

Other Rhetorical Strategies

- The paper employs historical examples (e.g., mid-20th-century Cairo programs, Rosetta Stone studies) to establish precedent and credibility.
- Practical tools, such as technology integration (apps, gamified platforms), demonstrate the feasibility of implementation.
- The phased implementation plan reflects a pragmatic understanding of resource constraints and stakeholder dynamics.
- The paper balances scholarly rigor with accessibility, making it relevant for a diverse audience of academics, policy makers, and practitioners.

Chapter 4

White Paper Pre-Outline

Reviving Hieroglyphics in the Egyptian Education System

- (Given)
 - Ancient Egyptian civilization is a cornerstone of world cultural heritage.
 - Modern Standard Arabic currently dominates educational and official systems in Egypt.
 - There is a growing national interest in preserving and reviving ancient cultural practices, including language.
- (Thus) **The Ministry of Education should systematically reintroduce hieroglyphics into the national curriculum to preserve cultural identity, enhance educational innovation, and strengthen Egypt’s international cultural standing.**
 - (What) Cultural Preservation and National Identity
 - * (For example) Hieroglyphics reflect Egypt’s millennia-old civilization and distinct heritage.
 - * (For example) Reviving hieroglyphics can foster a deeper sense of national identity and unity.
 - (How) Educational Innovation and Cross-Disciplinary Learning
 - * (For example) Combining language study with art, archaeology, and technology (e.g., digital tools for translating and creating hieroglyphic content).
 - * (For example) Other language revivals (e.g., Hebrew, Maori) demonstrate how structured curricula can successfully reintroduce ancient or endangered languages.
 - (What) Economic and Tourism Potential
 - * (For example) Showcasing a living heritage of hieroglyphics enhances Egypt’s brand, potentially increasing tourism revenue.
 - * (For example) Demand for specialized teachers, curriculum developers, and heritage-related services expands career pathways.
 - (Who) There are relevant stakeholders
 - * (For example) Ministry of Education (policy implementation, curriculum standards)

- * (For example) Egyptologists, Linguists, Archaeologists (content development, training)
- * (For example) Teachers and Students (direct implementers and beneficiaries)
- (When) Timeline for Implementation
 - * (For example) Short Term (1–2 years): Pilot programs in select schools and partnership with cultural institutions.
 - * (For example) Medium Term (3–5 years): Expansion to regional schools, teacher training programs, digital resource creation.
 - * (For example) Long Term (5+ years): Nationwide rollout and continuous improvement based on feedback and research.
- (When) Scope of Rollout
 - * (For example) Initial focus on schools with existing emphasis on heritage education (e.g., near major archaeological sites).
 - * (For example) Gradual inclusion in all primary and secondary schools across governorates.
 - * (For example) Technology Integration: Development of hieroglyphic teaching apps, interactive games, and virtual reality experiences.

Part III

Incoming Peer Reviews and Revision Plans

Chapter 5

Incoming Peer Reviews

5.1 First-round PRs

5.1.1 Review by Julien Offray

Propositional Content: Mostly meets expectations.

- While the proposition is logical and rooted in an admirable goal, there are areas where the evidence could be better connected to the broader implications for the national curriculum. Some points, such as the role of hieroglyphics in economic development, feel overextended.

Invention: Mostly meets expectations.

- The proposal demonstrates creativity, but some ideas, such as leveraging technology for hieroglyphics education, are underexplored. The reliance on parallels with Hebrew and Māori may oversimplify the complexities of Egypt's unique context.

Rhetoric: Mostly meets expectations.

- The argument is persuasive, but some rhetorical choices—like focusing heavily on national pride—might not resonate equally with all decision-makers. The connection between the ancient script and modern educational benefits could be more precisely articulated.

Genre: Mostly meets expectations.

- The text broadly follows white paper conventions, but some sections could benefit from tighter focus and alignment with policy priorities, particularly in terms of implementation logistics.

Presentation: Mostly meets expectations.

- The text is well-organized and clear, but occasional repetition (e.g., stakeholder roles) diminishes the overall polish.

Aesthetics/Reading Experience: Mostly meets expectations.

- While informative and logically structured, the writing lacks a sense of excitement or immediacy, which might limit its impact on the reader.

5.1.2 Review by Elijah Benamozegh**Propositional Content: Meets and sometimes exceeds expectations.**

- The proposition is exceptionally well-framed and clearly ties the reintroduction of hieroglyphics to cultural preservation, educational innovation, and economic potential. The reasons and evidence strongly support this central argument, demonstrating a deep understanding of the subject matter.

Invention: Meets and sometimes exceeds expectations.

- The proposal is inventive and novel, presenting a creative integration of historical context, modern educational methods, and economic opportunities. The discussion of stakeholder roles and phased implementation adds unique depth to the argument.

Rhetoric: Meets and sometimes exceeds expectations.

- The tone, voice, and style are perfectly calibrated to persuade the Ministry of Education, with well-selected examples and a strong appeal to national pride and global recognition. The use of case studies such as Māori and Hebrew adds credibility.

Genre: Meets and sometimes exceeds expectations.

- The document adheres closely to the formal and social conventions of a white paper, addressing its intended audience effectively. The structure and organization serve the document's purpose exceptionally well.

Presentation: Meets and sometimes exceeds expectations.

- The text is clean, error-free, and professionally formatted, with consistent and clear headings guiding the reader through the argument.

Aesthetics/Reading Experience: Meets and sometimes exceeds expectations.

- The writing is engaging and inspiring, fostering a sense of connection to Egypt's heritage and a forward-looking vision for education. The text is a pleasure to read.

5.1.3 Review by Jonathan Bennett**Propositional Content: Partially meets expectations.**

- The central proposition is ambitious but lacks sufficient grounding in practical realities, particularly in under-resourced schools. The evidence presented does not convincingly support the feasibility of nationwide hieroglyphics education.

Invention: Partially meets expectations.

- The proposal relies too heavily on analogies with unrelated contexts (e.g., Māori and Hebrew) without adequately addressing Egypt's specific sociopolitical and educational challenges. The originality of the argument is diminished by these overgeneralizations.

Rhetoric: Partially meets expectations.

- The tone feels more aspirational than persuasive, often assuming agreement rather than making a compelling case. The argument fails to fully address potential counterarguments or skepticism from stakeholders.

Genre: Partially meets expectations.

- While the document mimics the structure of a white paper, it often prioritizes rhetoric over actionable policy recommendations. The long-term vision is vague and lacks measurable goals.

Presentation: Partially meets expectations.

- Despite being relatively clean, the text suffers from redundant phrases and overly idealistic language, which detract from its professional presentation.

Aesthetics/Reading Experience: Partially meets expectations.

- The writing is dense and, at times, unengaging. It doesn't effectively balance factual rigor with narrative appeal, making it a chore to read.

5.2 Second-round PRs

5.2.1 Review by Ephraim Lessing

Propositional Content: Partially meets expectations.

- Even though we know hieroglyphics are interesting, the writer doesn't always connect this interest to actual evidence that it would benefit today's classrooms. Some logical links feel forced, making the argument a bit shaky. The historical overview is detailed but doesn't directly prove that this policy would truly work.

Invention: Partially meets expectations.

- The writer mentions "innovative approaches," yet these approaches sound almost boilerplate: pilot schools, apps, and phased implementation. Nothing here really strikes me as radically new or super original.

Rhetoric: Partially meets expectations.

- The text tries to reach a broad audience but often talks in a way that assumes everyone already believes in the importance of hieroglyphics. It's not persuasive enough for skeptics who worry about limited educational resources.

Genre: Partially meets expectations.

- While it follows the white paper style, it feels more like a regular research paper with headings rather than a real policy tool. The call to action doesn't stand out, and the social purpose of a white paper isn't fully delivered.

Presentation: Partially meets expectations.

- The manuscript format is okay, but there are spots where references and spacing look sloppy. The table is decent, but overall it seems like the text wasn't carefully checked at the end.

Aesthetics/Reading Experience: Partially meets expectations.

- I like the topic, but the writing is kind of dry and technical without much excitement or personal connection. It's mostly an informational piece that meets the basic requirements, rather than something that sparks real inspiration.

5.2.2 Review by Willem van Blijenbergh**Propositional Content: Meets and sometimes exceeds expectations**

- The main argument about reviving hieroglyphics is super clear and uses strong sources. I love how the writer explains the historical background without confusion. Overall, it shows a logical structure that really proves the point.

Invention: Meets and sometimes exceeds expectations

- The idea of mixing cultural preservation with modern teaching tools is actually pretty cool. I appreciate how the plan includes digital apps and pilot programs to make this interesting. Everything feels fresh and relevant to current education trends.

Rhetoric: Meets and sometimes exceeds expectations

- The writer seems to really "get" what the audience needs to know, and the examples are spot on. Each section smoothly ties back to the proposal, so it's easy to follow the reasons for each recommendation. Plus, the tone sounds balanced and fair.

Genre: Meets and sometimes exceeds expectations

- It definitely looks and feels like a white paper, hitting all the usual features like an abstract, policy recommendations, and references. The writer appears to understand why those sections matter, using them to guide readers toward a clear policy goal.

Presentation: Meets and sometimes exceeds expectations

- The layout is consistent, with logical headings, readable font, and correct citations. I also like the table showing tech tools, which breaks up the text nicely and adds clarity.

Aesthetics/Reading Experience: Meets and sometimes exceeds expectations

- It's a fun read because the mix of history, policy steps, and cultural pride makes it engaging. I felt excited learning about how hieroglyphics could be revived in modern classrooms.

5.2.3 Review by Johannes Hudde**Propositional Content: Mostly meets expectations**

- The core argument is interesting, but I'm not sure if all the supporting details about feasibility really come together in a convincing way. Some points about cost and time feel kind of skimmed over. Still, the ideas about cultural value and teaching potential are mostly well explained.

Invention: Mostly meets expectations

- While the writer does talk about technology and heritage, it sometimes sounds like standard ideas instead of something super new. I can see an attempt to bring in creative strategies, but a few suggestions seem overly familiar (like using apps or pilot programs).

Rhetoric: Mostly meets expectations

- The text tries to appeal to policy makers and educators, yet the writer's tone occasionally drifts into generalizations. There's an attempt to connect with different readers, but the persuasion isn't super strong in every part.

Genre: Mostly meets expectations

- The format checks the typical white paper boxes, like an abstract and policy steps, but it feels a bit routine. Some sections do the job well, yet others don't fully engage the real purpose of a policy document.

Presentation: Mostly meets expectations

- It's mostly proofread, although there are a couple formatting quirks and references that don't seem perfectly aligned. This isn't a huge problem, but it takes away from that polished look.

Aesthetics/Reading Experience: Mostly meets expectations

- The paper is fine to read, but it doesn't really grab me with unique insights or a thrilling style. There are flashes of potential, but mostly it feels like a standard assignment.

Chapter 6

Revision Plans

6.1 First draft revision plans

1. Propositional Content

Goal: Strengthen the central proposition and better connect evidence to practical implications.

Actions:

- Refocus the argument on the most impactful benefits (cultural preservation, educational innovation) and de-emphasize speculative connections, such as economic development.
- Provide more grounded examples of hieroglyphics education in resource-constrained settings to address feasibility concerns.
- Explicitly tie evidence to measurable goals, ensuring clear links between claims and proposed outcomes.

2. Invention

Goal: Enhance originality and contextual relevance.

Actions:

- Reduce reliance on analogies with Māori and Hebrew education, focusing instead on Egypt's unique sociopolitical and educational context.
- Expand on the underexplored idea of leveraging technology for hieroglyphics education (e.g., mobile apps, digital platforms, gamified learning).
- Incorporate locally relevant case studies or historical precedents to demonstrate feasibility and originality.

3. Rhetoric

Goal: Make the argument more persuasive and inclusive.

Actions:

- Reframe the appeal to national pride to emphasize shared benefits for all Egyptians, avoiding rhetoric that might alienate stakeholders.
- Address potential counterarguments explicitly, such as resource constraints or skepticism about hieroglyphics' practicality in modern education.
- Strengthen the connection between hieroglyphics education and modern skills, such as critical thinking and cultural literacy.

4. Genre

Goal: Align the structure more closely with actionable policy priorities.

Actions:

- Add a section outlining clear, phased implementation steps with measurable benchmarks (e.g., pilot programs, teacher training, material development).
- Tighten focus on policy recommendations, ensuring that every section directly supports actionable outcomes.
- Include concrete logistics (e.g., estimated costs, timeline, stakeholder roles) to bolster credibility.

5. Presentation

Goal: Improve clarity and conciseness.

Actions:

- Eliminate redundant phrases and streamline sentences for greater precision.
- Use consistent terminology and formatting to ensure professional presentation.
- Add visual aids (e.g., diagrams, tables) to clarify complex ideas and break up dense text.

6. Aesthetics/Reading Experience

Goal: Make the writing more engaging and inspiring.

Actions:

- Introduce a compelling narrative thread, emphasizing Egypt's rich heritage and the transformative potential of hieroglyphics education.
- Use vivid, specific examples to illustrate the proposal's benefits, balancing rigor with storytelling.
- Maintain a balance between factual rigor and narrative appeal, ensuring the text is both informative and enjoyable to read.

7. Citations and References

Goal: Strengthen credibility through accurate and appropriate citations.

Actions:

- Ensure all claims and evidence are properly cited within the text, using a consistent citation style.
- Cross-check references for accuracy and completeness, ensuring they are relevant and authoritative.
- Include in-text citations for case studies, historical precedents, and parallels drawn from other educational contexts to reinforce key points.

6.2 Second draft revision plans

Invention

Goal: Develop and present more innovative approaches to hieroglyphics education.

Actions:

- Move beyond standard ideas like pilot programs and apps by proposing unique strategies, such as partnerships with cultural institutions or gamified curriculum integration tailored to Egyptian classrooms.
- Highlight case studies or examples of innovative educational tools from other fields, demonstrating applicability and creativity.

Rhetoric

Goal: Strengthen the argument to better appeal to skeptics and a broader audience.

Actions:

- Address concerns about limited educational resources by presenting counterarguments and practical solutions.
- Avoid assumptions about the audience's agreement with the proposal and instead focus on persuasive arguments that emphasize the necessity and benefits of the policy.

Genre

Goal: Align the document more closely with the expectations of a white paper as a policy tool.

Actions:

- Emphasize the call to action more prominently, making it clear and actionable.
- Reorganize sections that feel too academic, focusing instead on policy relevance and practical recommendations.

Presentation

Goal: Ensure the document is polished and professional in its formatting and presentation.

Actions:

- Address formatting and spacing inconsistencies to enhance readability and professionalism.
- Review tables and figures for clarity and ensure all references are properly aligned and cited accurately.

Aesthetics/Reading Experience

Goal: Make the text more engaging and personally resonant for readers.

Actions:

- Add a narrative element or personal story that connects hieroglyphics to modern educational and cultural pride, creating an emotional connection for readers.
- Revise the tone to be more dynamic and less dry, ensuring that the writing excites and inspires rather than simply informs.

Part IV

Outgoing Peer Reviews

Chapter 7

Outgoing Peer Reviews

7.1 First-round PRs

7.1.1 Paper by G. William Leibniz

See the paper is attached in Chapter 8.

Propositional Content: Mostly Meets Expectations

- The argument to prioritize Haitian Creole (e.g., its identification as the mother tongue for the majority of Haitians in the introduction) is well-founded. However, the paper does not sufficiently address how the proposed reforms will overcome entrenched social perceptions that favor French, such as its prestige association noted in the "Challenges in the Current System" section.
- The proposition connects cultural pride to educational reform (e.g., "reinvigorating cultural pride through Creole literacy"), but this link lacks depth. The paper would benefit from examples of specific cultural impacts seen in other linguistic reforms.
- The text overlooks counterarguments such as concerns from parents and educators that Creole might limit international opportunities (acknowledged briefly but not explored) in "Challenges in the Current System."

Invention: Mostly Meets Expectations

- The mention of a task force within the Ministry of Education is a strong idea ("Implementation Steps"), but its role could be expanded with novel strategies, such as leveraging partnerships with Haitian diaspora organizations for resource development.
- Some aspects feel predictable: The reliance on standard reform strategies like curriculum revision and teacher training does not introduce sufficiently novel solutions to stand out.

Rhetoric: Mostly Meets Expectations

- The introduction successfully engages by linking the historical dominance of French to colonial hierarchies, which is likely to resonate with Haitian policymakers and educators.

However, some parts of the “Introduction” section (e.g., the detailed historical narrative) might be overly dense for certain audiences.

- Certain rhetorical appeals, such as the claim that Creole literacy improves cultural pride (“Introduction”), could be strengthened with real-world examples or anecdotes, such as cases of successful reforms in similar multilingual contexts.
- Citations are missing: The text relies on studies and historical claims without consistently citing sources, which undermines its credibility.

Genre: Meets & Sometimes Exceeds Expectations

- The white paper adheres well to its genre, presenting recommendations, supporting evidence, and actionable steps.

Presentation: Mostly Meets Expectations

- It is generally well-organized and proofread, with minor lapses such as inconsistent phrasing in the “Challenges in the Current System” section (“public perception poses a significant challenge” is repeated without elaboration).
- Visual aids could enhance sections like “Proposed Reforms” by summarizing key actions or illustrating the benefits of Creole literacy in a more engaging manner.

Aesthetics/Reading Experience: Partially Meets Expectations

- While informative, it lacks the aesthetic appeal to deeply engage readers; its style feels academic but not particularly inspiring.
- Adding anecdotes, such as the experience of a child transitioning from Creole at home to French in school, would personalize the issue and enhance reader engagement.
- The conclusion attempts to end on an inspiring note but lacks a powerful rhetorical flourish. For instance, “chart a brighter, more equitable future” is generic and does not leave a lasting impression.

Overall

The white paper is coherent and structured but lacks persuasive force in key areas. Adding concrete examples, such as real-world impacts of past reforms or success stories from similar contexts, along with addressing counterarguments and improving rhetorical appeal, would elevate the paper to an “A” level.

7.1.2 Paper by Pierre Bayle

Propositional Content: Meets & Sometimes Exceeds Expectations

- The writer establishes a clear proposition: adopting Lenni Lenape as an official language of the United States. This is supported with logical reasons, such as its symbolic significance

(“stand as a testament to the country’s earliest inhabitants”) and educational value (“allow young learners to critically engage with America’s past”).

- While the argument is compelling, the reasoning around logistical challenges (e.g., “need for teacher training” and “compiling dictionaries”) could be more detailed to address practical feasibility, which slightly weakens the proposition’s coherence.

Invention: Meets & Sometimes Exceeds Expectations

- The proposal to start with “pilot sites” in former Lenape homelands is a creative and strategic solution that demonstrates thoughtfulness and practicality.
- The cognitive benefits of multilingualism, while relevant (“fosters mental agility”), are a familiar argument that could have been enriched with unique data or examples specific to Lenni Lenape.

Rhetoric: Meets & Sometimes Exceeds Expectations

- All is good generally.
- While the use of language like “an invitation to understand and respect the country’s Indigenous past” is emotionally compelling, the discussion of legal processes (“new legislation or amendments to existing frameworks”) could have been framed more persuasively to preempt skepticism.

Genre: Meets & Sometimes Exceeds Expectations

- The paper adheres well to the conventions of a persuasive white paper, particularly in its focus on actionable recommendations (e.g., “teacher training,” “federal, state, and private grants”).

Presentation: Meets & Sometimes Exceeds Expectations

- The text is well-proofread, with no significant grammatical or typographical errors detracting from its professionalism.

Aesthetics/Reading Experience: Meets & Sometimes Exceeds Expectations

- The paper is engaging, particularly in its discussion of how learning Lenni Lenape could “represent an active embodiment of cultural diversity,” which resonates emotionally with the reader.

Overall

The paper excels in structure, rhetorical engagement, and cultural sensitivity, but minor weaknesses in originality (e.g., reliance on familiar arguments about multilingualism) and a slightly understated conclusion prevent it from reaching the highest level.

7.1.3 Paper by Elijah Benamozegh

Propositional Content: Meets & Sometimes Exceeds Expectations

- The argument for recognizing Cherokee as a federally protected language is well-supported with historical and cultural evidence.
- The section on educational implementation is logical but lacks detail about resources and teacher training.

Invention: Meets & Sometimes Exceeds Expectations

- The paper proposes novel funding mechanisms, such as partnerships with private tech companies to create digital language tools.
- The idea of intergenerational learning spaces is a creative approach to language revitalization.

Rhetoric: Meets & Sometimes Exceeds Expectations

- While the emotional appeals are effective, they could be balanced with more specific data on feasibility.
- The use of statistics, such as the number of fluent Cherokee speakers, is persuasive and impactful.

Genre: Meets & Sometimes Exceeds Expectations

- The paper is well-structured, with clear recommendations and actionable steps for policymakers.

Presentation: Meets & Sometimes Exceeds Expectations

- The text is well-formatted and free of significant grammatical errors.

Aesthetics/Reading Experience: Meets & Sometimes Exceeds Expectations

- Some sections are dense and could benefit from more engaging language.

7.2 Second-round PRs

7.2.1 Paper by Theodor Goldstücker

Propositional Content: Mostly meets expectations

- The proposition—that adopting Cyrillic could address English orthographic challenges and enhance literacy and multilingual readiness—is clear and logically presented. The text provides examples, such as the reference to Turkey’s script reform, to demonstrate the feasibility of large-scale orthographic changes. However, the comparison to Turkish is underdeveloped;

the white paper does not sufficiently explain the socio-political factors that enabled Turkey's transition, leaving gaps in its reasoning. Additionally, the logistical challenges of implementing Cyrillic are acknowledged but not fully reconciled with the argument for its benefits, slightly weakening the overall coherence.

Invention: Mostly meets expectations

- The white paper introduces a novel idea with significant relevance: rethinking English orthography to simplify literacy and foster multilingualism. It successfully connects Cyrillic's phonetic transparency to the challenges posed by English spelling and explores multilingual benefits for students. However, the paper does not deeply explore potential cognitive implications of script-switching or the broader societal impacts of such a reform. These omissions result in a discussion that, while creative, does not fully capitalize on the potential for originality and significance in the argument.

Rhetoric: Mostly meets expectations

- The white paper demonstrates awareness of its target audience—educators and policymakers—by balancing factual evidence (e.g., Cyrillic's phonetic transparency) with persuasive appeals to literacy and global readiness. It acknowledges potential objections, such as the logistical and cultural resistance to changing scripts. However, some arguments lack specificity; for example, the financial costs of implementation are mentioned but not quantified, which could leave the audience unconvinced. The tone is generally respectful and persuasive, but greater attention to counterarguments would strengthen rhetorical effectiveness.

Genre: Mostly meets expectations

- The white paper aligns with the conventions of a policy-oriented argument, using a professional tone, structured reasoning, and persuasive language. However, it does not fully adhere to the social and formal expectations of a white paper, such as including subheadings for clarity or explicitly citing sources. For instance, while Turkey's script reform is cited as a precedent, no specific details or scholarly references are provided, which detracts from the white paper's authority. A clearer use of formal features, like defined sections for feasibility and pilot program proposals, would improve alignment with the genre.

Presentation: Mostly meets expectations

- The manuscript is polished, with minimal grammatical or mechanical errors. The organization is logical, and transitions between sections are smooth. However, the white paper's length and dense paragraphs could make it harder for readers to grasp key points quickly. For example, the section discussing Cyrillic's phonetic transparency could be streamlined to make the argument more accessible. Explicit citations for historical and linguistic claims would also enhance credibility and presentation quality.

Aesthetics/Reading Experience: Mostly meets expectations

- The text is engaging, especially in its discussion of multilingual readiness and the cultural opportunities presented by Cyrillic. However, some sections, such as the acknowledgment of logistical challenges, feel overly technical and disrupt the flow. For example, the discussion of reprinting textbooks and updating technology is practical but could be balanced with more inspiring language about the potential benefits of reform. While the reader is persuaded by the white paper, the experience is not consistently enjoyable or memorable, leaving room for improvement in style and pacing.

Overall

This white paper introduces a unique and thought-provoking proposal, effectively balancing innovation with pragmatism. However, greater specificity in reasoning, deeper exploration of implications, and stronger alignment with genre conventions would significantly elevate its impact.

7.2.2 Paper by Ephraim Lessing**Propositional Content: Mostly meets expectations**

- The text demonstrates a solid understanding of the topic and provides a coherent, knowledgeable explanation of the proposition—namely, that adopting right-to-left (RTL) writing for English could bring ergonomic, cognitive, and cultural benefits. Historical context, such as the mention of boustrophedon and reed pen usage, effectively sets the stage, showing that writing direction evolves with cultural and technological needs. However, some claims, particularly about cognitive benefits (e.g., stimulating novel neural pathways or improving multitasking), lack sufficient empirical grounding. The reliance on generalizations here weakens the otherwise solid proposition. Additionally, while the ergonomic benefits for handwriting are clear and well-supported, their relevance in a digital-first era could have been better contextualized.

Invention: Partially meets expectations

- The topic is innovative and relevant, as it bridges ergonomic, cognitive, and cultural concerns. The section on cultural integration aligns English with global RTL languages, introducing a fresh perspective on linguistic inclusivity. However, some aspects, such as the discussion of cognitive flexibility, rely on broad claims without adequately connecting them to specific, novel insights or strong evidence. The aesthetic opportunities of RTL writing are mentioned but not elaborated upon, making this argument feel less impactful. The work demonstrates a basic ability to identify gaps in conventional thinking but falls short of building a compelling and original narrative.

Rhetoric: Mostly meets expectations

- The text effectively anticipates its audience's expectations by presenting a clear structure and logical flow. For instance, the historical introduction and the emphasis on practical benefits are likely to engage an academic or policy-oriented readership. However, the advocacy

tone—especially in statements like "English has the potential to enhance its global adaptability and aesthetic richness"—may alienate readers skeptical of the proposal's feasibility. The counterarguments (e.g., retraining challenges and cultural resistance) are acknowledged but not deeply explored, which could limit the text's persuasiveness. Stronger rhetorical calibration, such as anticipating and addressing these objections more thoroughly, would improve the overall impact.

Genre: Mostly meets expectations.

- The paper adheres to the formal conventions of a persuasive academic piece, with a clear proposition, structured arguments, and a logical progression of ideas. The introduction is effective in framing the issue, and the conclusion ties the arguments together well. However, the lack of citations or references to empirical studies detracts from the genre's scholarly rigor. While the genre demands persuasive reasoning, some sections—such as the proposal for retraining programs—feel underdeveloped and would benefit from more specific examples or pilot program data to illustrate feasibility.

Presentation: Meets and sometimes exceeds expectations.

- The text is well-organized, with smooth transitions between sections, appropriate formatting, and polished language. There are no significant errors in grammar, punctuation, or spelling. Sentences like "For right-handed writers, an RTL direction eliminates the common issue of smudging ink" are clear and concise. However, occasional verbosity—such as "reaffirm its role as a language of progress and global connectivity"—could be streamlined to maintain reader engagement. Overall, the presentation is clean and professional.

Aesthetics/Reading Experience: Partially meets expectations.

- The text is readable and persuasive but lacks vivid examples or striking rhetorical elements to make it more engaging. While the historical anecdotes about boustrophedon and reed pens are intriguing, they do not connect deeply to the proposal's central argument. The section on technological readiness is factually relevant but feels perfunctory, offering little for the reader to connect with personally or emotionally. Including more dynamic examples, such as pilot studies or cultural shifts in other languages, would elevate the reading experience.

Overall

The paper offers a well-structured and coherent argument, meeting many expectations for propositional content, rhetoric, and presentation. However, it only partially meets expectations for invention and aesthetics. To reach an A-level, the author should enhance the originality of their arguments, provide more detailed evidence for claims, and address counterarguments with greater depth. Additionally, adding vivid examples or emotional resonance would improve reader engagement.

7.2.3 Paper by Friedrich Jacobi

Note on Missing Submission: The white paper draft was unfortunately not submitted on Penn Reviewer. I made several attempts to get in touch with the author to remind them of the deadline and offer assistance, but they were unable to submit their paper on time. As a result, a peer review of their work could not be conducted. Thank you for your understanding.

Chapter 8

Colleague's White Paper

White paper by: G. William Leibniz

Reforming Haitian Creole Education: Reducing Reliance on French

This white paper outlines a strategic approach to strengthen the teaching of Haitian Creole (Kreyòl Ayisyen) in Haiti's education system and reduce the over-reliance on French. By elevating Haitian Creole to an equal status with French in academic settings, Haiti can promote cultural pride, improve literacy outcomes, and enhance student engagement. The recommendations presented here include practical measures such as curriculum development and teacher training, with the goal of making Haitian Creole a primary language of instruction at all levels of schooling.

8.1 Introduction

Haitian Creole is the mother tongue for the vast majority of Haiti's population and has been recognized constitutionally as one of the country's two official languages—alongside French—since 1987. Yet in practice, French continues to dominate formal education, government, and public administration, thus reinforcing a linguistic hierarchy that dates back to the colonial era. During the colonial period, French became the prestige language and a symbol of the ruling class, while Haitian Creole—an evolving amalgamation of French vocabulary and African linguistic structures—was spoken largely by enslaved Africans and their descendants. This historical divide established French as the language of power and privilege, deeply influencing Haiti's social and educational institutions.

Throughout the late nineteenth and twentieth centuries, educational frameworks were modeled on the French system, incorporating curricula, teaching methods, and pedagogical tools almost exclusively in French. Successive governments, impacted by France's cultural and political legacy, often viewed French proficiency as essential for international recognition and progress. Consequently, Haitian Creole, though widely spoken among the general population, remained largely absent from textbooks, teacher training programs, and national exams. For decades, children entered classrooms where the language they used at home was virtually excluded from the learning process. This mismatch contributed to high dropout rates, low literacy levels, and a deep sense of alienation from formal education among many Haitian families.

In the mid-twentieth century, certain educational reformers, linguists, and community activists began advocating for the integration of Haitian Creole as a language of instruction. Early attempts were sporadic, with a few pilot projects launched by local groups and supported by international organizations. These initiatives, however, lacked sustained government endorsement, and any significant progress was often overshadowed by political instability, scarcity of resources, and prevailing social attitudes that dismissed Creole as “inferior” or “unfit” for advanced learning. Even when Haitian Creole was nominally introduced in some schools, materials and resources in Creole were of limited quality and quantity, and teachers were seldom trained to use them effectively.

By the late 1970s and early 1980s, researchers in applied linguistics and education began publishing studies demonstrating that children learn best in their first language. These findings resonated with Haitian educators who recognized that teaching in French—often the second language for most students—hindered comprehension, slowed literacy development, and perpetuated wide achievement gaps. Despite growing evidence in support of first-language instruction, persistent social biases and a lack of infrastructure constrained broader acceptance of Haitian Creole in academic contexts. As a result, for many years, Haitian Creole remained relegated to informal communication, while French maintained its status as the marker of intellectual and socio-economic advancement.

The constitutional recognition of Haitian Creole in 1987 was a significant breakthrough. For the first time, Haitian Creole was formally acknowledged as an official language, equal in status to French. This paved the way for the Ministry of Education to introduce policies supporting Creole in schools and to encourage the development of standardized spelling and grammar. The creation of the Institut Pédagogique National (IPN) and, eventually, the Haitian Creole Academy signaled further institutional support for legitimizing Creole in educational and cultural arenas. Yet despite these optimistic developments, deep-rooted cultural perceptions and logistical challenges continued to hamper a full-scale transition. Textbooks in French far outnumbered Creole-language materials; teacher training colleges allocated relatively small portions of their curriculum to Creole pedagogy; and, in many spheres of public life, French still conferred social prestige that Creole struggled to match.

In recent years, however, local educators, policy leaders, and international organizations have intensified their focus on language reform. Empirical data has affirmed that children taught in their primary language are more likely to excel academically and remain in school longer, thereby improving overall literacy rates. Additionally, scholars have highlighted the broader cultural value of teaching in Haitian Creole, noting that a truly inclusive and culturally relevant curriculum can empower students, celebrate Haiti's heritage, and foster a deeper sense of national identity. These insights have gained traction among policymakers seeking to address the nation's longstanding educational deficiencies.

Today, there is a renewed understanding that rethinking Haiti's reliance on French as the dominant educational language is vital not only for academic success but also for social equity and national development. By dismantling centuries of linguistic inequality, Haiti can move toward a more inclusive system where all students have equal access to learning materials and can engage fully in the educational process. This white paper builds on this momentum by outlining strategies to elevate Haitian Creole as a central medium of instruction, develop comprehensive Creole-based resources, and reshape teacher education to meet the needs of Haitian learners. With improved Creole literacy at its foundation, the Haitian education system can unlock the full potential of

the nation's youth and chart a brighter, more equitable future for all.

8.2 Challenges in the Current System

There are several longstanding challenges that hinder efforts to integrate Haitian Creole fully into the education system. Historically, the dominant status of French has led to French being widely associated with social prestige. Parents, communities, and educational institutions often favor French in schools, creating a cultural and institutional inertia that undermines the implementation of Creole-based instruction. Furthermore, there is a shortage of high-quality Haitian Creole resources, including textbooks, instructional guides, and digital materials; a lack of consistent usage of the standardized Haitian Creole orthography further complicates the adoption of Creole in the classroom. Teacher preparation is also a major obstacle. Many educators who received French-centered instruction struggle to teach effectively in Haitian Creole, and existing professional development programs do not always include robust training on Creole pedagogy. Lastly, public perception poses a significant challenge. Some parents and educators still perceive French as more “prestigious,” which undermines the value of instruction in Haitian Creole. Others fear that Haitian Creole will limit economic or international opportunities for students, further complicating efforts to secure wide-scale support for language reforms.

8.3 Proposed Reforms

Several measures can be taken to begin addressing these systemic issues. Central to these reforms is a national curriculum redesign that integrates Haitian Creole as the primary language of instruction in the early grades, with French introduced progressively as a complementary or secondary language. This approach underscores the importance of offering inclusive and culturally relevant content reflecting Haitian life, history, and identity. Additionally, expanded resource production is critical. The creation of quality Haitian Creole teaching materials—such as textbooks, storybooks, workbooks, and digital tools—must be prioritized to bolster student engagement in core subjects. A consistent and standardized orthography is also essential to ensure clarity and uniformity across all newly developed materials. Teacher training and development programs should provide targeted certification pathways in Haitian Creole pedagogy, alongside consistent professional development workshops and coaching, to empower educators in effective Creole-based instruction. It is equally important to launch communication campaigns at the community level to dispel myths about Creole's value and to involve parents in school activities, helping them appreciate the academic and cultural benefits of Creole instruction. Finally, monitoring and evaluation systems that track literacy rates, student performance, and overall engagement will be necessary to guide continuous improvement and adapt policies to meet emerging needs.

8.4 Implementation Steps

In order to transform these proposals into tangible change, it is vital to establish a coordinating body within the Ministry of Education to oversee implementation. This unit or task force would ensure that Haitian Creole reforms align with broader educational goals, secure necessary funding, and coordinate with external partners such as NGOs, academic institutions, and international

development agencies. Pilot programs should be introduced in select schools or regions, allowing policymakers and educators to refine materials, teacher training models, and community engagement efforts before expanding nationwide. The rollout of Haitian Creole instruction should begin in preschools and early primary grades, followed by gradual expansion to higher grade levels, with the role of French rebalanced accordingly. Legislative and policy support from relevant government bodies will reinforce Haitian Creole's official status as a language of instruction and ensure the allocation of resources and legal backing needed for sustainable change.

8.5 Conclusion and Next Steps

By revising the national curriculum, investing in teacher training, and significantly expanding access to Haitian Creole educational resources, Haiti can build a more inclusive and effective schooling system. These reforms promise to heighten cultural pride, strengthen student engagement, and improve literacy outcomes across the nation. In doing so, Haitian Creole moves from the margins of formal education to a position of respect and legitimacy, reinforcing the country's rich cultural heritage and linguistic identity. With the continued engagement of local and international stakeholders, thorough evaluation, and responsive policy adjustments, these reforms stand to create lasting benefits for Haitian students and, by extension, the nation's future.

Part V

The Course Text

Chapter 9

Summary and Rhetorical Outline

9.1 Sebba 2007: Summary

Mark Sebba's *Spelling and Society: The Culture and Politics of Orthography Around the World* (2007) examines the social and cultural dimensions of orthography, advocating for a sociolinguistic framework to study spelling as a social practice. Sebba argues that orthography is not merely a technological tool but is deeply embedded in identity, ideology, and societal norms. Through seven well-structured chapters, he explores themes such as orthographic variation, the development of writing systems for previously unwritten languages, postcolonial orthographic reforms, and the sociopolitical challenges of standardization.

Sebba contrasts the autonomous model, which views orthography as culturally neutral, with the sociocultural model, emphasizing the social meaning and practices associated with spelling. Case studies, including Creole languages, Manx, and post-Soviet orthographic shifts, highlight the interplay between orthography and cultural identity. Sebba concludes by discussing the responsibilities of linguists in respecting local practices when designing or reforming orthographies, underscoring spelling's role in cultural expression.

9.2 Sebba 2007: Rhetorical Outline

9.2.1 Proposition

Orthography is not merely a technological tool but a deeply embedded social and cultural practice that reflects identity, ideology, and societal structures. Sebba argues for the development of a sociolinguistic framework to understand orthography in its social contexts.

9.2.2 Audience

The intended audience includes:

- **Academics and linguists** interested in sociolinguistics, orthography, and language documentation.
- **Students and instructors** in linguistics and linguistic anthropology, for whom the book can serve as both a focal and supplementary text.

- **Practitioners** working in language documentation, language planning, and orthographic reform.

9.2.3 Genre

The text is an **academic monograph** published by Cambridge University Press. It is scholarly in nature, with a strong theoretical foundation and case studies that ground its arguments.

9.2.4 Exigence (Author's Motive)

Mark Sebba likely wrote *Spelling and Society* to solidify his reputation as a leading scholar in sociolinguistics and to pioneer a niche field within linguistics: the sociolinguistics of orthography. By addressing an overlooked area in the discipline, Sebba positions himself as an innovator, capable of bridging theoretical linguistics and real-world language issues. The book's accessible style and broad scope suggest an intent to reach beyond academia, potentially expanding his influence and opening opportunities for speaking engagements, collaborations, or further publications.

Additionally, the book's focus on orthography—a topic ripe with cultural and political implications—taps into contemporary debates about identity, globalization, and postcolonial dynamics, ensuring its relevance and appeal. While the financial motivation might not be primary for an academic publication, the book's potential adoption as a teaching text in linguistics and anthropology courses likely added to its utility and visibility, further boosting Sebba's academic profile.

9.2.5 Motive of Reader

Readers might approach the book to:

1. **Expand knowledge** of orthography as a sociocultural phenomenon.
2. **Inform practice** in language documentation, reform, and pedagogy.
3. **Develop insights** into how spelling reflects and influences identity, politics, and cultural practice.

Academic readers may use the book to build arguments or inform research, while students may read it to enhance their understanding of sociolinguistic concepts.

9.2.6 Author's Goal

Sebba aims to:

- **Encourage readers** to see orthography as more than a technical system.
- **Persuade scholars** to incorporate social and cultural considerations into orthographic studies.
- **Guide practitioners** in language planning to respect cultural and ideological factors when developing or reforming writing systems.

The text is successful in meeting these goals by providing theoretical frameworks, practical examples, and accessible writing.

9.2.7 Plan

The book is logically structured into an introduction and seven chapters:

1. **Introduction:** Establishes the need for a sociolinguistics of orthography.
2. **Chapter 1:** Contrasts autonomous and sociocultural models of orthography.
3. **Chapter 2:** Explores orthographic variation and social meaning.
4. **Chapter 3:** Examines the development of orthographies for unwritten languages.
5. **Chapter 4:** Discusses postcolonial orthographic changes and their political significance.
6. **Chapter 5:** Analyzes unstandardized vernaculars and identity signaling through spelling.
7. **Chapter 6:** Explores discourses surrounding orthographic reform.
8. **Conclusion:** Summarizes themes of identity, iconicity, interlinguality, and authority, and emphasizes linguists' roles in respecting sociocultural practices.

9.2.8 Other Rhetorical Strategies

- Sebba uses examples from Creole languages, Manx, and post-Soviet orthographic reforms to ground abstract theories in real-world contexts.
- Maps, IPA charts, and transcription notes make the text accessible and support technical discussions.
- Illustrations such as graffiti and orthographic choices in cultural texts (e.g., Ali G's website) resonate with diverse readers.
- The book blends theoretical exposition with practical observations, appealing to both theoreticians and practitioners.

Chapter 10

Course Text Outlines

10.1 Sebba 2007: Chapter 1

- Premises:
 - Orthography has traditionally been studied through an autonomous model, which treats it as a neutral, context-independent technology.
- **Proposition:** A sociocultural model of orthography, which views it as embedded in specific social and cultural practices, provides a more accurate and comprehensive framework than the autonomous model.
 - Reasons:
 - * The design and acceptance of orthographic systems often depend on their alignment with societal practices and ideologies.
 - * The autonomous model prioritizes phonemic orthographies as the ideal, assuming their neutrality and universality, which overlooks the cultural biases in such a view and the practical challenges of applying it to languages with complex phonologies or morphologies.

10.2 Sebba 2007: Chapter 2

- (Given)
 - Orthographic systems inherently involve conventions that are shaped by social, historical, and cultural contexts.
- **(Thus)** Orthographic conventions, while standardized, often allow for licensed or unlicensed variation that carries social or cultural significance.
 - (How) Unlicensed variation subverts orthographic norms to create humor, subcultural identity, or critique.

- * (For example) The spelling *skool* instead of *school* mimics standard pronunciation rules but intentionally defies conventional spelling norms. This playful deviation is recognizable and carries meaning, especially in informal or subcultural contexts like graffiti.
- (How) Licensed variation reflects institutionalized norms and cultural preferences, often tied to regional or historical identity.
 - * (For example) British and American English differ in spelling conventions (-ise vs. -ize). These licensed variations are widely accepted and signify distinct regional identities while maintaining intelligibility across English varieties.

10.3 Sebba 2007: Chapter 3

- (Given)
 - Written language systems are often modeled on existing orthographies rather than developed independently.
 - Bilingual individuals often occupy key mediating roles in the transmission of orthographic conventions to previously unwritten languages.
 - The development of orthographies is influenced by broader social, cultural, and ideological forces rather than purely linguistic concerns.
- **(Thus)** The emergence of orthographies for previously unwritten languages is a socially driven process mediated by bilingual elites, whose choices are shaped by literacy practices, ideological goals, and cultural contexts.
 - (How) Orthographies for unwritten languages typically adopt conventions from already established written languages.
 - * (For example) The Manx orthography borrowed extensively from English conventions because bilingual clergy relied on English literacy to shape the Manx writing system.
 - (How) Literacy practices within a community determine the functionality and acceptance of an orthography.
 - * (For example) In Sranan, Dutch literacy practices dominated, leading to orthographic norms that reflected Dutch spelling conventions rather than the language's phonological structure.
 - (How) Language ideologies influence the goals of orthography development, such as preserving cultural identity or facilitating integration with a dominant language.
 - * (For example) The debate over Sranan orthography reflected ideological tensions between preserving ties to European languages and creating a phonemically accurate, accessible system for local use.

10.4 Sebba 2007: Chapter 4

- (Given)
 - Scripts function as symbols of nation or religion (e.g., Albanian disputes over Greek, Arabic, Latin; Moldovan shift from Cyrillic to Roman).
 - Small spelling changes can signal major ideological stands (e.g., Spanish anarchists' use of <k>).
 - Orthographies may symbolize colonial relationships; changing them can assert independence (e.g., Haiti's switch away from French norms, Suriname's rejection of Dutch spelling).
- **(Thus)** Orthographies in postcolonial (and similarly shifting) contexts are not neutral. They become instruments for negotiating identity, rejecting former rulers, and aligning with new cultural or international norms.
 - (What) Orthographies as Emblems of Identity
 - * (For example) In Albania, burning Arabic-script books symbolically ended Ottoman influence.
 - * (For example) In Moldova, adopting the Roman alphabet signaled rejecting the Soviet legacy.
 - (How) Minor Differences Become Politicized
 - * (For example) Breton's <zh> is linked to Nazi collaboration.
 - * (For example) Spanish anarchists' <k> displays broader anti-authoritarian ideals.
 - (How) Rejection of Colonial Orthographies
 - * (For example) Haiti's pro-phonemic vs. pro-etymological camps reflect deeper tensions about Haitian vs. French identity.
 - * (For example) Suriname replaced Dutch spellings (<oe> for /u/, <j> for /y/) with more "international" ones (<u>, <y>).
 - (What) Unity vs. Division in Postcolonial Spelling
 - * (For example) Malay–Indonesian "perfected spelling" in 1972 resolved colonial-era splits, balancing practicality with symbolic breaks from Dutch/English.
 - (How) Loanwords as Trojan Horses
 - * (For example) German controversies over "foreign" spellings; post-Soviet Turkic languages faced Russified vocabulary through Cyrillic.

10.5 Sebba 2007: Chapter 5

- (Given)
 - Writing does not require a language to be standardized; examples exist of written unstandardized vernaculars both historically and contemporarily.

- Standard languages carry higher prestige, leading to bias against non-standard representations.
- Orthography plays a dual role: it can enhance the status of a vernacular or reinforce stigma and marginalization, depending on implementation.
- **(Thus)** The orthography of unstandardized and standardizing vernaculars must carefully navigate linguistic, social, and cultural pressures to achieve legitimacy without alienating speakers or perpetuating stigma.
 - (Because) Attempts to represent vernacular voices through non-standard orthographies often stigmatize speakers by reinforcing stereotypes and lowering their perceived social status.
 - * (For example) Dennis Preston (1982, 1985) found that respellings of vernacular speech typically degrade speakers, portraying them as uneducated or socially inferior.
 - * (For example) Jaffe and Walton (2000) demonstrated that deviations from standard orthographies lead readers to associate non-standard text with low status, a phenomenon termed "orthographic metonymy."
 - * (For example) Journalistic and folkloristic attempts to represent vernacular voices, such as Yorkshire speech in British media, often appear quaint or patronizing, unintentionally lowering the status of speakers.
 - (Because) Focusing on phonetic details in vernacular orthographies, while aiming to preserve linguistic distinctiveness, can be counterproductive because it decreases readability and requires additional effort from readers.
 - * (For example) Marthe Philipp (1986) notes that Alsatian writers use diverse ad hoc graphemic systems heavily dependent on German orthography, forcing readers to "sound out" words due to unfamiliar word shapes. This complicates reading for those literate in German and French.
 - * (For example) Bird (1999a) found that marking phonemic tones in Dschang orthography reduced readability, illustrating how overemphasis on phonetic accuracy can hinder the practicality of written language.
 - (Because) Optionality in orthographies is viewed as undermining the essential function of a standard orthography—to provide a unified set of rules.
 - * (For example) Milroy and Milroy (1991) argue that English orthography is perceived as almost absolutely invariant, with deviations considered errors.
 - * (For example) Garcez (1995) discusses how the 1990 Portuguese-Brazilian Orthographic Accord, which introduced optional spellings, caused controversy by contradicting the expectation that orthographies should provide fixed rules. Critics feared this optionality would lead to orthographic chaos and questioned the role of orthographies in maintaining linguistic unity.
 - (Because) Maximal differentiation in orthography can lead to impracticality and confusion for users, as it introduces distinctions not present in all dialects.

- * (For example) Allerton (1982) proposes including all distinctions across dialects, but this approach requires some speakers to represent distinctions they do not make in speech.
- * (For example) The Quechua orthography debate over three versus five vowels has led to fragmentation rather than normalization, as noted by Cerron-Palomino (1991).
- (Because) Adopting a conservative or unified orthographic standard simplifies representation but risks marginalizing certain dialects and their speakers.
 - * (For example) Early Quechua literary works (1584–1649) used a conservative orthography that facilitated standardization but excluded local dialectal features.
 - * (For example) Critics like Cuzco Quechuists advocate for phonemic orthographies that align with actual pronunciation, though these systems often complicate standardization.
- (Because) The abstand-ausbau paradox illustrates the challenges in orthographic development for unstandardized languages, where the need to establish symbolic difference (abstand) often conflicts with practical reliance on established standards (ausbau) for functionality and legitimacy.
 - * (For example) Afrikaans developed orthographic conventions distinct from Dutch, such as using <k> instead of Dutch <c> for /k/, which created symbolic distance while maintaining practical similarity.
 - * (For example) In the Bamileke languages, the barred-u symbol <u> serves as a cultural marker of unity, emphasizing linguistic distinctiveness.
 - * (For example) Creole languages face a "creole standardization problem," where reliance on lexifiers for standardization conflicts with the need to establish independence, as seen with Haitian Creole modeling itself on French while striving for distinctiveness.
 - * (For example) Corsican's attempt to elevate its status through prescriptive norms modeled after French conflicted with its cultural values of intimacy and egalitarianism.

Part VI

Writing Sample

Chapter 11

Baseline Document

11.1 Vesre

11.1.1 Preliminary observations

Vesre seems to involve reversing syllables in words to create a secret slang. The system is fully productive, meaning any word (consisting of more than one syllable) can be transformed. For two-syllable words, the syllables are simply reversed, as shown in Table 11.1.

Spanish	Vesre	Gloss
blan-co	co-blán	'white (referring to wine)'
ca-fé	fe-ca	'coffee'
ca-lle	ye-ca	'street'
car-ne	ne-car	'meat'
ga-lán	lan-ga	'suitor'
gor-do	do-gor	'obese'
gua-cho	cho-gua	'orphan'
ham-bre	bre-am	'hunger'
ho-tel	te-lo	'hotel'
ne-gro	gro-ne	'black'
po-llo	yo-po	'chicken'
so-bre	bre-so	'envelope'
tan-go	go-tán	'envelope'
vien-to	to-vién	'wind'

Table 11.1: Spanish/Vesre correspondences in 2-syllable words.

The rule can be summarized as: $AB \rightarrow BA$, where A and B are the first and the second syllable respectively. I abstract away from some spelling changes that are familiar to Spanish speakers, e.g., the fact that “h” is not pronounced, or that “ll” and “y” represent the same sound.

For three-syllable words, two patterns emerge. The majority pattern involves a “roll-up” process where the last two syllables switch, then the resulting order swaps with the first syllable (Table 11.2). This can be viewed as a double application of the basic rule, treating switched syllables as a unit, or as a distinct $ABC \rightarrow CBA$ rule.

Spanish	Vesre	Gloss
ba-ti-dor	dor-ti-ba	'snitch'
ca-mi-sa	sa-mi-ca	'shirt'
ma-es-tro	tro-es-ma	'teacher'
mu-cha-cho	cho-cha-mu	'boy'
ta-ru-go	go-ru-ta	'fool'

Table 11.2: Spanish/Vesre correspondences for 3-syllable words (majority pattern).

Using the word **ca-mi-sa** as an example, the steps are:

1. Apply the rule to the last two syllables: **ca-sa-mi**.
2. Treat sa-mi as a unit and apply the rule again: ((sa-mi)-ca).
3. Final output: **sa-mi-ca**.

An exceptional pattern arises when the first syllable ends with “r,” “n,” or possibly any consonant, causing the first two syllables to freeze. Only the final syllable moves to the front (Table 11.3).

Spanish	Vesre	Gloss
(bor-ra)-cho	cho-(bor-ra)	'drunkard'
(cor-pi)-ño	ño-(cor-pi)	'bra'
(pen-de)-jo	jo-(pen-de)	'body hair'
(per-mi)-so	so-(per-mi)	'permission'

Table 11.3: Spanish/Vesre correspondences for 3-syllable words (exceptional pattern).

In terms of rule application, it's the same basic rule, but it's applied here only once because the syllable structure (somehow) intervenes.

11.1.2 Question 1

Using the analysis above, the Vesre transformations for the words in Table 11.4 are derived.

Spanish	Vesre	Gloss
ca-ba-llo	yo-ba-ca	'horse'
gan-so	so-gán	'goose'
(her-ma)-no	no-er-ma	'friend'
pa-dre	dre-pa	'father'
(par-ti)-do	do-par-ti	'party'
pe-la-do	do-la-pe	'bald'
puer-ta	ta-puer	'door'
vie-ja	ja-vie	'old woman'

Table 11.4: Spanish/Vesre transformations for Problem 1.

11.1.3 Question 2

The question seems to address why “i” and “u” sometimes belong to the same syllable as another vowel. This is due to Spanish spelling conventions, where “i” and “u” can function as glides (consonants) or vowels, depending on their position.

11.1.4 Question 3

The term **vesre** appears to be the reversed form of **reves**, possibly meaning “reverse” in Spanish, aligning with the nature of this slang.

11.2 Ogham

11.2.1 Question 1

The task involves analyzing the Ogham writing system based on the provided examples. Key observations:

- The sound “r” appears in all three words in different positions: at the end in /ur/ and at the beginning in /ruis/. This indicates the direction of writing (bottom-up) and assigns “r” the symbol of four dashes.
- In /ur/ and /ruis/, the vowel “u” is adjacent to “r,” suggesting that “u” is represented by three dots. In /gort/, there is only one vowel, represented by two dots (“o”). Meanwhile, /ruis/ has two vowel symbols (“u” and “i”), represented as three and five dots, respectively. This suggests consonants are represented with dashes and vowels with dots.

The sound values of the letters are summarized in Table 11.5. To approximate the Ogham script, symbols are rotated 90 degrees clockwise and represented using math notation (dots, slashes, and other symbols). For example, “ruis” is represented as (////)(...)(.....)(TTTT).

Ogham	Sound
(.·)	“o”
(···)	“u”
(.....)	“i”
(//)	“g”
(////)	“r”
(⊥⊥⊥)	“t”
(TTTT)	“s”

Table 11.5: Ogham sound values from the basic data set.

11.2.2 Question 2

While Ogham letter names may correspond to plants, this detail seems irrelevant here. Instead, letter names seem to begin with the sound they represent. For example, /ail/ (‘pine’) corresponds to a vowel symbol, while others start with consonants and represent consonants. The updated sound values are shown in Table 11.6.

Ogham	Sound
(.)	"a"
(..)	"o"
(...)	"u"
(....)	"i"
(//)	"g"
(////)	"r"
(lll)	"t"
(TT)	"l"
(TTT)	"f"
(TTTT)	"s"
(TTTTT)	"n"

Table 11.6: Updated Ogham sound values.

11.2.3 Question 3

The vowel "e" is likely represented by four dots. Each letter corresponds to a repetition of a base sign (up to five times). Based on this logic, Table 11.7 includes the complete set of sound values.

Ogham	Sound
(.)	"a"
(..)	"o"
(...)	"u"
(....)	"e"
(....)	"i"
(//)	"g"
(////)	"r"
(lll)	"t"
(TT)	"l"
(TTT)	"f"
(TTTT)	"s"
(TTTTT)	"n"

Table 11.7: Final Ogham sound values.

Using these values, the words provided are transliterated into Ogham script in Table 11.8.

Sound	Ogham	Gloss
luis	(TT)(...)(....)(TTTT)	'rowan'
ail	(.)(....)(TT)	'pine'
nin	(TTTTT)(....)(TTTTT)	'ash'
fern	(TTT)(...)(////)(TTTTT)	'alder'

Table 11.8: Transliteration into Ogham

11.2.4 Question 4

The reverse process of converting Ogham into sound or English is straightforward using Table 11.7. Examples are shown in Table 11.9.

Sound	Ogham	Gloss
onn	(..)(TTTTTT)(TTTTTT)	'fir'
sail	(TTTT)(.)(.....)(TT)	'willow'
straif	(TTTT)(⊥⊥⊥)(//{////})(.)(.....)(TTT)	'thorn'

Table 11.9: Transliteration from Ogham

11.3 Old Japanese

11.3.1 Preliminary observations

To analyze the structure of Old Japanese numerals, I first segmented the words in the dataset and organized them by increasing length. The segmented numerals are presented in Table 11.10, and their corresponding numerical values will be assigned step by step.

Japanese	Value
mi tu	
mu tu	
pitō tu	
puta tu	
puta soti	
ja soti mari mi tu	
ja soti mari mu tu	
jō soti mari ja tu	
jō soti mari pitō tu	

Table 11.10: Segmented Japanese numeral dataset.

The corresponding numbers are: 1, 2, 3, 6, 20, 41, 48, 83, and 86 (in a shuffled order). Based on initial observations:

1. "tu" corresponds to numerals under 10, while "soti" appears in numerals over 10. For example, "puta tu" likely represents 2, and "puta soti" represents 20. This pattern holds across the dataset: there are four words containing "tu" and five containing "soti," and there are four numbers under 10 and five over 10 on the list.
2. "mari" appears to function as a connector, akin to the word "plus."
3. "pitō" (likely 1) appears in both "pitō tu" (1) and "jō soti mari pitō tu" (41). This relationship is supported by the overlap of "jō soti mari ja tu" (potentially 48) with "jō soti mari pitō tu" (41), suggesting an overlap.

Japanese	Value
pitö tu	1
puta tu	2
mi tu	{3, 6}
mu tu	{3, 6}
puta soti	20
ja soti mari mi tu	{83, 86}
ja soti mari mu tu	{83, 86}
jö soti mari pitö tu	41
jö soti mari ja tu	48

Table 11.11: Updated Japanese numeral dataset.

The remaining numerals (3, 6, 83, and 86) require temporary assignments based on potential patterns. An updated table is provided in Table 11.11.

Resolving the remaining ambiguities is challenging without additional data. However, one hypothesis is that given that “pitö” (1) and “jö” (4) are smaller than “puta” (2) and “ja” (8), this pattern might suggest that the front vowel variant in such pairs comes first, suggesting “mi” = 3 and “mu” = 6, though this is speculative.

11.3.2 Question 1

To translate the given Old Japanese numerals into Arabic numerals:

1. Segment “ja tu” and “mi soti mari mu tu.”
2. Using the logic above:
 - “ja tu” corresponds to 8.
 - “mi soti mari mu tu” corresponds to 36.

11.3.3 Question 2

Using the same logic:

- The numeral 4 would be represented as “jö tu.”
- The numeral 64 would be represented as “mu soti mari jö tu.”

11.4 Manx

11.4.1 Question 1

In English, the names of months are capitalized. Since Manx is within the English sphere of influence, I expect the same to apply. The dataset includes five capitalized words (January, February, May, June, July) and three non-capitalized words (midnight, sleepless night, winter

Months	Non-Months
Toshiaght Arree	cadley geuree
Jerrey Gueree	mean oie
Jerrey Souree	oie gyn cadley
Mean Souree	
Toshiaght Souree	

Table 11.12: Manx data set.

sleep). For clarity, I have reorganized the table to separate months from non-months, as shown in Table 11.12.

The non-months provide immediate clues for translation: **midnight** (mean **oie**), *sleepless night* (**oie gyn cadley**), and winter *sleep* (*cadley geuree*). This gives the following correspondences:

- mean means "mid,"
- oie means "night,"
- cadley means "sleep,"
- gueree means "winter,"
- gyn means "without."

Turning to the months, we see a consistent pattern: Phase of the Season (e.g., mid) + Season Name (e.g., winter). Using the logic above, I reordered and translated the months in Table 11.13.

Months	Translations (Shuffled)
Toshiaght Arree	January
Jerrey Gueree	February
Jerrey Souree	May
Mean Souree	June
Toshiaght Souree	July

Table 11.13: Manx data set with shuffled months.

There is only one winter month on the list (so, February is considered the beginning of Spring, it seems like), so Jerrey Gueree is January ("end of winter"). The latest month would be July here, so Jerrey Souree is likely to be July ("end of summer"). June would be "mid summer," which is Mean Souree. The final mapping is shown in Table 11.14.

11.4.2 Question 2

Based on the above logic, Mean Fouyir translates to "mid fall" (September), and gyn jerrey translates to "endless."

Months	Translations
Jerrey Gueree	January
Toshiaght Arree	February
Toshiaght Souree	May
Mean Souree	June
Jerrey Souree	July

Table 11.14: Manx months solved

11.4.3 Question 3

For April and October:

- April is likely "end of spring" (Jerrey Arree).
- October is likely "end of fall" (Jerrey Fouyir).

Chapter 12

Reflection

12.1 Reflection on the baseline document

When I started working on the problem set, my first step was to focus on how I wanted to present my answers rather than just jumping into solving the problems. I thought about how to organize my writing so that it would be clear and easy to follow. I tried to break everything down into smaller sections, like observations, tables, and explanations, to guide the reader through my reasoning step by step.

One of the challenges I faced was figuring out how much explanation to include. I wanted to show how I arrived at my answers without overloading the reader with unnecessary details. For example, when working on the Japanese numerals, I had to decide how to explain the role of “mari” as a connector and how it fits into the structure of the numbers without making it confusing. I also spent a lot of time revising sentences to make them as clear as possible. Writing in a way that feels natural but still academic is something I’m working on.

Another thing I focused on was using tables to visually organize the data and support my explanations. I feel like they helped me communicate the relationships between the words and numbers in a way that was easier to understand than just writing it all out. If I could improve one thing, though, it would be making smoother transitions between my observations and conclusions so the writing flows better.

Overall, I tried to approach this problem set as more than just solving the questions—I wanted to make sure my writing explained my thought process in a way that anyone reading it could follow.

12.2 Broader Experiences with Academic Writing

I haven’t done a ton of academic writing yet, but I’ve written essays, lab reports, and short research projects in high school. Academic writing feels a bit intimidating, but I also enjoy putting my ideas together and trying to explain them clearly. Sometimes, though, I get stuck on small details, and it slows me down.

I think this class will be a good opportunity to learn how to write in a more structured way and handle more complicated material.

12.3 Reflection on Reading

I like reading, but I wouldn't call myself a super fast reader. I tend to go slowly, especially with dense material, because I want to make sure I understand it. Most of what I've read has been fiction, textbooks, or online articles. I've read a little philosophy, but I haven't really spent much time with academic journals.

I hope to get better at tackling scholarly reading this semester. It seems like it's going to take some practice, but I'm ready to give it a shot.

12.4 Experience with Generative AI

I've used tools like ChatGPT before, mostly to help brainstorm ideas or get feedback on early drafts. It's kind of like having a second opinion on how to organize my thoughts, but I always go back and rewrite things to make sure they sound like me.

I think AI can be a helpful tool, but I'm also a little cautious about relying on it too much. I'm curious to see how we'll use it in this class and how it fits into academic work.

12.5 Personal Challenges as a Reader and Writer

As a writer, I sometimes get stuck because I'm trying too hard to make everything perfect. I'll spend way too long tweaking one paragraph instead of just moving on and coming back to it later. As a reader, I'm pretty slow with unfamiliar material, and it can be hard to keep track of all the details in dense texts.

English isn't my first language, so sometimes I have to double-check things like tone or phrasing to make sure they sound right. I also work well when I can bounce ideas off of other people—it helps me process things better and figure out what I want to say.