ENGL 519:Language & Power

Dr. Joyce Rain Anderson

**COURSE DESCRIPTION: Kennepeum! (Welcome!) to ENGL 519: Language and Power. This course will focus on the many sociolinguistic issues which relate to language use, language learning, and TESOL, such as the politics of bilingual education, world englishes, ownership of English, English as a colonizing force, and the myth of monolingualism in U.S. classrooms. Nguri and Ortiz (side) see language as cultural and life, there is a mediation between people and language. In many ways, our languages make human beings unique from other animals. On the other hand, our use and abuse of power work may shape our language in a multiplicity of ways. During this course, we will read a variety of texts which ask us to consider language in relationship with and to power. That is, we will work to identify the power structures in language use teaching language, in language acquisition, in political and social frameworks, and particularly from the perspective of English dominance.**



**Room**

**Thursdays**

**4:45-7:25**

**Office Hours:**

**Thursdays**

**3:30-4:30 and by appointment**

**Spring 2018**

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*Culture is a product of the history which it in turn reflects. . . . Language as culture is thus mediating between me and my own self; between my own self and other selves; between me and nature. Language is mediating in my very being. . . . Language as communication and culture are then products of each other.* Nguri wa Thiong'o

 *Decolonising the Mind*

*Our language is the way we create the world. And I don't mean just spoken language or heard language, but language as the oral tradition, in all its aspects, qualities, and dimensions. . . . The particular magic process of language being the act of language; [people] exist because of language, consciousness comes about through language, or the world comes about through language. Life--language. Language is life, then.*

 Simon Ortiz

 *Winged Words*

**Assignments, Activities, and Projects**

*Course Outcomes*

To enhance an understanding and appreciation of languages and cultures, ours and others.

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To define in complex ways the questions “What is culture?”; “What is power?” and “What is language?”

To demonstrate an awareness of cultural distinctions around languages and dialects, and the role they play in perceptions of oneself and others.

To understand second language/dialect speaker/writer identity as constructed by institutions, teachers, writing assignments, and second language learners themselves

To understand second language learners in relation to globalism and world englishes

To understand the hegemony of English and its relationship to curricula and teaching models

To understand the relationship between research and theory on second language learners and pedagogy, in terms of writing assignment design, writing processes, response to student writing, and assessment of student writing.

To understand approaches and practices for developing writing skills and the use of writing tools

To critically examine the forces of language and culture, including how language and culture shape our beliefs about ourselves and others.

**Two Versions of the Same Thing:**

 For the first day of class, please find two versions of the same thing. That is, find a topic, and there are plenty to choose from, which is reported by two philosophically different news agencies or pundits (written or oral) and consider them as representatives of language and power. What distinguishes these reports from one another? What do you notice about language use? How do subtle shifts in language shape the perspective? Where is the power of the argument for each?

**One-page Critical Reading Responses:**

Reading actively helps you to work with the ideas of the writer. Marking the text with comments and questions will allow you to enter into a conversation with the author and provide you with points of departure for class discussions. Writing about a text also allows you to speak back, ask questions and sort out your thinking about what and how the author tries to engage readers. These one-pagers are assigned to express your active engagement with the readings: what you glean from the readings, how you make connections to your own experiences, other readings, your writing, work of the class and so on. You may consider how the readings contribute to your understanding of language and power, what relationships they might have to your teaching, learning, identity, and other aspects of your experiences, and/or connections among the class readings and your own readings. You might also create a list of questions that these readings raise which can be brought to our class discussions. These responses must be complete before each class, and you must bring a hard copy to each class for peer response. You will also keep these to include in your final portfolio. These responses will also add to the “mulch piles” that can be fertilizer for your papers. For grading, each response will receive a +, or- ; your peer will have given you feedback (see below).

**Inkshedding*:*** Inkshedding is a social form of freewriting that encourages deeper engagement with concepts through written dialogue. In this class, we will use inkshedding with our one-pagers at the beginning of class. Procedure: Pass your one-pager to the right. Read your neighbor’s writing all the way through and then underline a sentence or two that stands out as interesting or intriguing. Then, flip the page over, and write a response. This response should not be evaluative (i.e. “good job!”), but written to continue the conversation on paper – to continue the writer’s thinking, pose questions raised by the writer’s thoughts, reflect on what the writer said. When you’re done, look for another person who has finished writing and swap one-pagers. The goal is for each one-pager to receive at least two responses. Once each piece has two sets of responses, we will return the one-pagers to the writers. We will then use these written conversations to start the class discussion, and I will collect the one-pagers at the end of class (assignment and description written by Dr. Michelle Cox).

**Language and Power Observations: Mini-Presentations:**

**EVALUATING YOUR WORK**

20% Class Participation**:** At the graduate level, you should be actively engaged in the class. This means reading all the materials, responding in a critical manner, taking part in discussions and workshops and being prepared. I value your insights regarding class materials and the nature of our discussions. This kind of participation allows us as scholars to engage in thoughtful discussions and, ultimately, new levels of learning.

30% Homework: Again, at the graduate level, homework is a priority and includes anything you are asked to do before the next class meeting. Unless you have a strong reason, no late homework will be accepted. Not coming to workshops with a draft of your paper will result in a zero. If the responses are less than a page or do not show evidence of thoughtful response, they will receive less credit.

50% Final Portfolio: Your final portfolio consists of all your work in the class along with a reflective cover piece. The two smaller projects(Two Versions of the Same Thing and Language and Power Observations), the two major projects (Using Language and Final Research Project), and all your other work such as the one-page responses, inksheddings, and in-class writing contribute to your work of the course. The reflective cover piece (3-5 pages), which should be placed at the front of your portfolio, will include your assessment of that work by pointing to specific pieces in the portfolio, and you should also discuss what you are taking from this course. You will then organize the other pieces as you see fit and create a table of contents.

Similar to the opening exercise of analyzing two news reports on the same topic, I invite you to be observers of language and power in the media and in life. Each of you will do a five-minute mini-presentation beginning in week three which demonstrates some aspect of language and power that you have recently observed. For example, the recent US Presidential election provides many examples of how language is used to persuade. Consider the name-calling such as “deplorables” or “dishonest media.” Another example might be the discussion of climate change; what kind of language is being used on either side of this debate? How might this language have had rhetorical consequences?

**Using Language in My Sphere**

We use language differently in different situations. Some scholars call our uses *speech communities* (Gumperz and others) and/or *(D)discourse communities* (Gee and others). In other words, we adjust our language use to the people around us, the rhetorical situation, or the form we are using and so on. This assignment will ask you to investigate your language use. It requires you to record two separate conversations, to transcribe them, and to write.

* Sit with someone with whom you share an experience. This story should take about ten minutes to tell and must be recorded. Then have your partner tell the same story and record that version. After you have each told the story, you will need to transcribe them exactly as you hear it with all the pauses and accents; in other words, try to transcribe the speech authentically. Next, write the story as you would be handing it in for a class assignment, what I call the English essay version. Finally, analyze the different versions.
* The second recording should be done with someone who is “different” from you. The difference can be in age, gender, ethnically, political persuasion; in other words, any difference can work here. Have a ten-fifteen minute conversation on a controversial issue. (Note: be sure you feel that you can have this conversation safely; that is, I don’t want anyone to be in danger from hurtful words or in any other way, so choose your partner and topic carefully.) After this conversation, transcribe the recording. Next, analyze the conversation not only for linguistic features, but for other kinds of features (raising voice to be heard, silent pauses, corralling techniques). Consider how these “differences” contribute to the techniques used in the conversation.

This project should be no more than 10 pages in length. We will take it through drafts and discuss it in Writing Groups.

**Final Researched Project**

(Note: If you are working on TESOL Certification, you will need to complete a teaching unit, so discuss this with me and I will give you the parameters.)

The final project for this class should ideally be something useful to you in your career and support your scholarly goals. You will be working on parts with your Writing Groups and submitting pieces to me in stages. I would like for each of you to present at the Graduate Symposium on April 24. To that end, you will have some options:

1. A general fifteen-minute conference presentation that explores some aspect of language and power you have come to understand as a result of this course and draw upon scholarly research. Because you are preparing conference presentation, this option requires that you include the following:

 A conference proposal (for the Graduate symposium or another

 conference)

 A 150-200 word abstract

 A literature review

 A written conference paper (10 pages) which will be read/referred to

**ATTENDANCE, PLAGIARISM AND OTHER SUGGESTIONS**

In Native communities, we talk about the four Rs: Reverence, Reciprocity, Respect, and Responsibility. I make every attempt to conduct my personal and professional life under these four Rs. I hold great admiration for each of you and for the work we will do together. We are in a space of sharing gifts of learning with one another. As with any endeavor, there are responsibilities that we take on and expectations that need to be fulfilled. It goes without saying that respectful behavior is expected from all of us. Respecting one another includes coming to class on time and prepared as well as being present and engaging in deep listening as well as contributing. While we may disagree, and I hope we will, there are ways to challenge and ask difficult questions in ways that do not devalue anyone in the room.

Responsibility: You must come to every class as each represents a week in a regular semester. While things happen such as illness, car troubles, unplanned events, try to make every class. In addition, you must have your work prepared for each class by doing all the readings and preparing your responses and assignments. If something happens let me know, so I can help you keep up with things. However, if it seems that you are not taking the class seriously, your grade will be affected.

Plagiarism—we all know that this is intellectual theft. Bottom line, don’t do it. It’s a serious offense that could not only jeopardize your grade, but has other serious consequences.

Feel challenged—one of the great things about this work is that we are still breaking some new ground.

While the reading load is heavy, there is still so much more. If you find something that looks interesting, bring it in or discuss it in your responses. Enjoy the learning, work hard at it, and open yourself to thinking in challenging ways.

Talk to me—I make myself available in multiple ways. Let me know if there are any issues before they grow.

Have a sense of humor.

Take risks.

 along with visuals or tactiles (see next)

 Visuals: PPT , overheads, handouts, digital, visual or material rhetorics

 which will be presented with your paper

1. A language status case study which details a language group involved in either an unequal status relationship or a social conflict in which language plays a part. The choice of cases can be driven by your own background and interests. Some of the kinds of topics you might think about include ethnic conflicts in which language is a prominent concern, conflicts over the status of a particular language or language variety, attempts to enact or resist change within a language or language group, struggles to maintain or gain social power that rely strategically on rhetoric or narrative, instances of development of specialized language features by dominant or dominated social groups, proposals of or protests to some language policy, the history of discrimination against a particular social group based significantly on linguistic matters, etc. The possibilities are extensive, and there is room to pursue divergent interests. Case studies can include such diverse topics as popular culture’s role in English language learning, Indigenous Language Revitalization or the language policies of English only/English immersion. You may need IRB approval. Include the following:

 A proposal for your case study

 An abstract

 A literature review

 Your ethnographic observations and notes

 A reflective cover letter

Create a 15 minute conference presentation that showcases your case study and prepare any visual aids for the presentation and a script to be read during the presentation.

STARs Symposium on April 23, 2018; Proposals due TBA: <http://www.bridgew.edu/CoGS/grad_research_symposium.cfm>

**Tentative Schedule:** Notes: 1. All reading selectionsare available on [www.joycerain.com](http://www.joycerain.com) under SPRING 2018 CLASSES>ENGL 519>READINGS. All bibliographic information should be with the document. 2. There are also additional readings that might enhance discussion; when possible, you should try to read those. 3. This schedule is a draft and subject to revisions with sufficient notification to the class.

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| **In Preparation** | **HOMEWORK DUE 1/18****Please Read**: “The English language, multilingualism, and the politics of location” and “The Language Train”**Watch** *Do You Speak American?* (3 episodes)[**https://www.youtube.com/watch?v=NOTzkejL7ks**](https://www.youtube.com/watch?v=NOTzkejL7ks) **;** [**https://www.youtube.com/watch?v=sYN\_CIDocBI**](https://www.youtube.com/watch?v=sYN_CIDocBI) **;** [**https://www.youtube.com/watch?v=ofh13-hmDwI**](https://www.youtube.com/watch?v=ofh13-hmDwI)**Prepare:** Two Versions of the Same Thing Assignment—see page 2 for directions Be prepared to talk about your findings for 3-5 minutes. |
| **Week 1****January 18** | Introductions; Syllabus; Defining Language and PowerTwo Versions of the Same ThingDiscussion of “The English language, multilingualism, and the politics of location”and “The Language Train” and *Do You Speak American?*Create Writing GroupsSchedule Mini-presentations |
|  | **HOMEWORK DUE 1/25:** Read “Negotiating Cultural Identities through Language,” “Two Languages,” and “Code switching and Style Shifting.” Write a one-page response and bring a hard copy to class. |
| **Week 2****January 25** | Mini Presentation \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Inkshedding and DiscussionWriting Groups to discuss Using Language |
|  | **HOMEWORK DUE 2/1**: Read “English or Perish,” “Attitudes toward Spanish” and “Language Attitudes in the Americas.” Write a one-page response and bring a hard copy to class.Sketch out Using Language |
| **Week 3****February 1** | Mini Presentation \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Inkshedding and DiscussionWriting Groups to share Using Language Sketch |
|  | **HOMEWORK DUE 2/8:** Read “The Myth of Linguistic Homogeneity” “Living-English Work,” and “Linguistic Memory.” Write a one-page response and bring a hard copy to class. Draft Using Language to share with Writing Group |
| **Week 4****February 8** | Mini Presentation \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Inkshedding and DiscussionWriting Groups to share Using Language Drafts |
|  | **HOMEWORK DUE 2/15** Read “Becoming Literate in Second Language,” Power, Language and Ideology,” “Linguistic Representation in Southwest Schools.” Write a one-page response and bring a hard copy to class.Rewrite Using Language to turn in. |
| **Week 5****February 15** | \*Using Language Due\*Mini Presentation \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Inkshedding and DiscussionProposal WorkshopWriting Groups to brainstorm final projects |
|  | **HOMEWORK DUE 2/22:** Read “World Englishes Linguistic Landscape,” English Only Movement 21st Century,” and “Resist Translation.” Write a one-page response and bring a hard copy to class. Draft Project Proposals |
| **Week 6****February 22** | Mini Presentation \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Inkshedding and DiscussionWriting Groups to share proposals—bring 2 copies so I can read one |
|  | **HOMEWORK DUE 3/1:** Read “Race, Power and (In)equity,” Critical Language Pedagogy,” “Literacy.” Write a one-page response and bring a hard copy to class. Revise proposal; start literature review/annotated bibliography. |
| **Week 7****March 1** | Mini Presentation \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Inkshedding and DiscussionWriting Groups to share literature reviews |
|  | **HOMEWORK DUE 3/15:** Read excerpt from *America’s Second Tongue.* Write a one-page response and email a copy to me joycerain.anderson@bridgew.edu  |
| **Week 8****March 8** |  **Spring Break—no class** |
| **Week 9****March 15** | I am away for a conference. Use this as an opportunity to work on your projects |
|  | **HOMEWORK DUE 3/22:** Read “Saving Lakota,” *Wôpanâak Language Reclamation Project*, “Storytelling Language Revitalization,” “Linguistic Imperialism and the Cree.” Write a one-page response and bring a hard copy to class. Continue drafting. Submit proposal for Graduate Symposium! |
| **Week 10****March 22** | Mini Presentation \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Inkshedding and Discussion on Native Language readingsClips from *We Still Live Here*—filmWriting Groups to share drafts/ progress |
|  | **HOMEWORK DUE 3/29:** Read excerpts from *Language Diversity in the Classroom*, *Students’ Rights (SRTTOL)* and “Teacher’s Introduction to African American English”.Write a one-page response and bring a hard copy to class. Create a solid rough draft to share with Writing Groups |
| **Week 11****March 29** | Mini Presentation \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Inkshedding and DiscussionWriting Groups to share drafts |
|  | **HOMEWORK DUE 4/5:** Read “Twitter-Power” “Code Switching Text Speak” and “It’s Not What You Say, but How You Say It” Write a one-page response and bring a hard copy to class. Revise project drafts for Writing Groups Review. |
| **Week 12****April 5** | Mini Presentation \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Inkshedding and DiscussionWriting Groups to share drafts |
|  | **HOMEWORK DUE 4/12**: Read “Gendered,” “Sexist Language,” “Gay/Lesbian Language,” “I’m a G.” Write a one-page response and bring a hard copy to class. Revise project drafts for workshop review. |
| **Week 13****April 12** | Mini Presentation \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Inkshedding and DiscussionFinal project workshop bring 2 copies. |
|  | **HOMEWORK DUE 4/19:** Read “How to Do Things with Slurs” “What Did You Call Me?” and “Slurring Words.” Write a one-page response and bring a hard copy to class. Finalize projects. Work on project presentation and course reflection |
| **Week 14****April 19** | Mini Presentation \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Inkshedding and DiscussionWriting Groups to share reflection. Presentations begin  |
|  | **HOMEWORK DUE 4/26:** Complete projects and Reflections |
| **April 23** | **STARs: STUDENT RESEARCH SYMPOSIUM 8:00-7:15** |
|  |  |
| **Week 15****April 26** | **Project Presentations and Potluck** |
| **May 2**  | **Projects and Reflections to be handed in –extra class if necessary for presentations** |

**Bibliography of Required Additional Readings**

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Maps of Indigenous Languages

North America

<https://www.duolingo.com/comment/25348504/Interactive-map-of-North-American-Indigenous-languages-and-treaties>

Australia:

<https://aiatsis.gov.au/explore/articles/aiatsis-map-indigenous-australia>

![C:\Users\JoyceRain\Downloads\Proportional Pie Chart of the World’s Most Spoken Languages [2000x3261] - Imgur.jpg]()