

Sara Lovett | English 131 materials| translingualism and multimodality  
slovett@uw.edu

### Short Assignment 3: Analysis of Language Practices

Due: 4/16 at 11:59 PM

During the past few weeks, we have discussed aspects of identity with a focus on language and power. For your third short assignment, I want you to **analyze your language practices (discourses) with particular attention to identity and power**. The purpose of this assignment is for you to examine your relationship with language and the power structures that surround it. In addition to serving this broader purpose, this assignment will also serve as an opportunity to synthesize the skills you have learned so far in this class. In particular, you will need to analyze sources in the context of various rhetorical situations, and you will need to reflect on your writing choices in these contexts.

Include specific examples (e.g. quotes and anecdotes) of your language practices, and use them as evidence for your analysis. We will practice close reading and rhetorical analysis tomorrow in class.

Use the following questions as a guide for your analysis. You do not have to answer all of these questions.

- What discourses do you use in different contexts (e.g. in school vs. with friends)?
- How do your language practices impact others?
- How do other peoples' language practices impact you?
- What are the social consequences (the stakes) of your language practices?
- When, if at all, do you censor yourself (intentionally restrict your language use)?
- How do your language practices relate to other aspects of your identity (race, gender, education, age, class, etc.)?

I encourage you to use any language varieties and organizational styles that help you tell your story. You do not have to write a traditional essay for this assignment. The examples by Gloria Anzaldua and Jamila Lyiscott offer ideas for how you might approach this assignment, but you are not limited to these genres either. **No matter what format you choose, include a writer's note (1/2 page) that explains the language choices you made in this assignment including the discourse(s) and format(s) you use in your SA3.** Your project should be 2-3 pages long if it is written and 4-6 minutes long if it is an audio or video recording. If you are planning to create a project that does not fit these parameters (such as visual art, a digital project, or multimedia) please talk to me so we can decide on formatting requirements.

#### **Rubric items based on the EWP outcomes (note that these are the old outcomes):**

- 1.4 The writer explains their writing choices in the context of audience and rhetorical situation.
- 2.4 The writer uses specific evidence to support their analysis.
- 3.3 The writer analyzes (closely examines) their language practices in relation to a larger set of social consequences, power relations, beliefs, practices, and/or assumptions related to language.

	Outstanding	Strong	Good	Adequate	Inadequate
1.4 The writer explains their writing choices in the context of audience and rhetorical situation.	The writer reflects on their writing choices in relation to their identity in power. They use specific examples.	The writer analyzes their writing choices in relation to their identity in power.	The writer reflects on their writing choices in relation to their identity and/or power.	The writer reflects on their writing choices but not in the context of identity or power.	There is no writer's note, or the writer's note does not include any reflection.
2.4 The writer uses specific evidence to support their analysis.	The writer analyzes and critiques (investigates potential problems with) examples of their language practices in relation to identity or power.	The writer analyzes examples of their language practices in relation to identity and power.	The writer provides examples of their language practices but does not analyze them in relation to identity or power.	The writer provides examples of their language practices but does not analyze them.	The writer does not use any specific examples.
3.3 The writer analyzes (closely examines) their language practices in relation to a larger set of social consequences, power relations, beliefs, practices, and/or assumptions related to language.	The writer closely examines the relationship between language, identity, and power. The writer connects these themes to their own experiences with language. The writer challenges assumptions about language.	The writer closely examines the relationship between language, identity, and power. The writer connects these themes to their own experiences with language.	The writer closely examines the relationship between language, identity, and power.	The writer examines some broad aspects of language in relation to identity and power.	The writer does not discuss power or identity.

You are more than welcome to adapt any of these materials for use in your class. If you use these materials outside of your class for any reason, please attribute them to me ☺.

WEEK 3		
Mon 4/10	Intro SA3: discussion on language and identity	Read Anzaldua, "How to Tame a Wild Tongue"
Tue 4/11	Discussion on "code-meshing" and Anzaldua	Read SA3 examples and brainstorm ideas
Wed 4/12	Genre: beyond the five-paragraph essay	Draft
Thu 4/13	Peer Review	<b>SA3 due 4/16 at 11:59 PM</b>

### Monday lesson plan:

**10 min:** freewrite and/or discuss in small groups: how did your own identity influence the stance you took in SA1 and SA2 (students took a stance on an issue of their choice related to language/identity)? What is the relationship between language, identity, and power?

**10 min:** class discussion on the freewrite

**15 min:** intro SA3

**5 min:** Jamila Lyiscott video

**5 min:** discuss how Lyiscott analyzed the relationship between language, power, and her own identity

**5 min:** present my own paper out loud (this was very nerve-wracking, but I wrote an example for my students and would highly recommend that to teachers when assigning vulnerable and personal assignments)

**5 min:** Assign HW

### Tuesday lesson plan:

**10 min:** discuss in groups then as a class: how did each example approach language and identity in relation to power? How might you approach these topics in your own way?

**25 min:** 5 groups focusing on different questions/page numbers

When does Anzaldua choose to use this strategy? Closely examine specific instances. Look at the individual words, the tone, the audience, the purpose, the context, etc. What topics does she discuss using this strategy? How does this choice affect the way she portrays her relationship with language, identity, and power? In which cases does her use of this strategy confuse you as a reader or enhance your understanding? Why? How might you use a similar strategy in your essay (or, if you wouldn't use it, why not)?

**Group 1:** Chicano Spanish language and translation

**Group 2:** Dialogue

**Group 3:** External quotations

**Group 4:** Anecdotes

**Group 5:** Structure (headings, organization, sections, etc.)

**15 min:** report to class

### Wednesday lesson plans:

**15 min:** The genre you know (naming conventions of different music, book, and movie genres. Why do these genres have these conventions?)

**15 min:** Intro to genre in the broader rhetorical sense. What genres did Anzaldua and Lyiscott use to talk about their linguistic identity? For what purpose might you use (x) genre?

**20 min:** Brainstorm (write silently or talk to a neighbor): what is the purpose of your SA3? How do you feel most comfortable communicating? What genre or genres might you use? Discuss and start drafting outlines.

### Thursday questions for peer review:

What are the main ideas of each paragraph? How does one connect to the next? What do you want to know more about?

What strategies does your peer use? How do they help or hinder your understanding? What do you think their purpose is in using these strategies?

### Texts used:

Anzaldua, Gloria. "How to Tame a Wild Tongue."

Gee, James Paul. *Social Linguistics and Literacies*.

**My students read a one-page excerpt about discourse from Gee's book at the beginning of the quarter. I have found that it is really useful in scaffolding conversations about linguistic diversity. I can email the excerpt to anytime who is interested.**

Lyiscott, Jamila. "3 Ways to Speak English."

[https://www.ted.com/talks/jamila\\_lyiscott\\_3\\_ways\\_to\\_speak\\_english/transcript](https://www.ted.com/talks/jamila_lyiscott_3_ways_to_speak_english/transcript)