Who are you? Faces of America and Linguistic Realities

Here are a few general questions to consider as you read the selections about language and use your language knowledge to discuss and write about language issues.

* How does one’s language affect how a person sees the world and how he or she thinks and feels?
* Why do groups (families, people in the same profession, computer “geeks,” youth groups, sports fans, college writing teachers, etc.) tend to develop their own languages, including slang, shorthand expressions, and acronyms, nicknames, and specialized jargon? What purposes do their particular ways of speaking serve?
* Do men and women use language differently? If so, how and why?
* How does language figure in political debates about specific issues (e.g., abortion, taxes, samesex marriage)? How does the language of people on one side of the issue differ from the language of their opponents? What causes these differences?
* How do people tailor their languages for different audiences, especially when they are trying to persuade people? How should you decide whether the language that they are using is fair or unethical, accurate or misleading?
* Is censorship justified with some words that people find offensive? Why or why not?

Readings:

Mukherjee, Bharati. “Two Ways to Belong in America.” *50 Essays*. Ed. Samuel Cohen. Boston:

Bedford/St. Martin’s. 2007. 298-301. (M/C)

Said, Edward. “Clashing Civilizations?” *50 Essays*. Ed. Samuel Cohen. Boston: Bedford/St. Martin’s. 2007. 365-

368.

Tan, Amy. “Mother Tongue.” *50 Essays*. Ed. Samuel Cohen. Boston: Bedford/St. Martin’s. 2007. 417-

423. (M/C and Argument Analysis)

“Amy Tan Interview: Academy of Achievement.” *Academy of Achievement.* 28 June, 1996.

[*http://www.achievement.org/autodoc/page/tan0int-1*](http://www.achievement.org/autodoc/page/tan0int-1). Accessed 31 March 2015.

Moyers, Bill. *Becoming American: The Chinese Experience.* PBS. 2003.

 Part 1: <https://www.youtube.com/watch?v=Mxaras-fc-c>

Part 2: <https://www.youtube.com/watch?v=R1DuyLRa4zQ>

Part 3: <https://www.youtube.com/watch?v=vGcJ0iF-fC8>

Part 8: <https://www.youtube.com/watch?v=i29MUD7vwX4>

Liu, Eric. “Notes of a Native Speaker.” *50 Essays*. Ed. Samuel Cohen. Boston: Bedford/St. Martin’s. 2007. 251-

266. (M/C)

Anzaldúa, Gloria. “How to Tame a Wild Tongue.” *50 Essays*. Ed. Samuel Cohen. Boston: Bedford/St.

Martin’s. 2007. 43-55. (M/C)

Guided Reading Questions for Anzaldúa.

[http://highered.mheducation.com/sites/0072469315/student\_view0/gloria\_Anzaldúa/\_nbsp\_.html](http://highered.mheducation.com/sites/0072469315/student_view0/gloria_anzaldua/_nbsp_.html)

Rodriguez, Richard. “Aria: Memoir of a Bilingual Childhood.” *50 Essays*. Ed. Samuel Cohen. Boston:

Bedford/St. Martin’s. 2007. 326-349. (M/C)

Guided Reading Questions for Rodriguez

<http://highered.mheducation.com/sites/0072469315/student_view0/richard_rodriguez.html>

Rodriguez, Richard. “Iraq Aftermath.” *PBS Newshour*. 2 June 2003.

<http://www.pbs.org/newshour/bb/entertainment-jan-june03-iraq_06-02/>

### Critical Essays Quote Log Sources

Shukla, Shilpa and Banerji, Niroj. “The Theme of ‘alienation’ and ‘assimilation’ in the novels of Bharati Mukherhee and Jhumpa Lahiri: A socio-literary perpective.” Department of Humanities and Social Sciences. *Motilal Nehru National Institute*

*of Technology.* 12 December 2012.

<http://www.academicjournals.org/article/article1390294287_Shukla%20and%20Banerji.pdf>

Alcazar, Unknown. “The Accidental Asian: Race, Assimilation and Miscegenation.”

<http://203.64.138.8/blog/jun/attachment/1000731268.doc>.

Lockhart, Tara. “Writing the Self: Gloria Anzaldúa, Textual Form and Feminist Epistemology.”

Knowledge. Ann Arbor, MI: Univrsity of Michigan Library. Fall 2006-Spring 2007. Vol.20.

http://hdl.handle.net/2027/spo.ark5583.0020.002. Web. Accessed 31 Mar 2015.

Moya, Paula M. L. “Interpretation of Memory: The Assimilation of Richard Rodriguez.” Learning from Experience: Minority

Identities, Multicultural Struggles. Berkeley:  University of California Press,  2002. [http://ark.cdlib.org/ark:/13030/kt8t1nd07c/](http://ark.cdlib.org/ark%3A/13030/kt8t1nd07c/)

### Preparing for the AP Exam

### Daily Review: SAT vocab, Rhetorical and Literary Terminology until AP Exam

### AP Writing Prompts:

### Said and Mukherjee: Select 1 or 2, Complete M/C

### Extension #1: Write Your Own Argument: Bharati Mukherjee as she concludes the comparisons between her and her sisters choices about immigration and citizenship, writes: “The price that the immigrant willingly pays, and that the exile avoids, is the trauma of self-transformation” (last sentence). Write an essay in which you defend, challenge, or qualify this statement. Support your viewpoint from your experience, observation, or reading

### Extension #2: Argument Analysis: Said’s essay includes a number of loaded terms and explores how “the West” and “Islam” are included. Why are definition and the use of terminology so important to his point in “Clashing Civilizations”? What other terms does he find objectionable and how does he examine them to serve his purpose?

### M/C Prompt “Two Ways to Belong in America”

### Liu and Tan: Select one of the essay extensions

### Extension 1: AP Argument Analysis Prompt: In “Mother Tongue,” Amy Tan utilizes a number of explicit and implicit claims. Discuss how Tan refines her claims about language through the sections, including the order in which her points are made, how they are developed, and the connections drawn between the sections.

### Extension 2: Argument Analysis: In order to develop his ideas about race and culture, Liu returns to a use of common elements of life and culture (food, etiquette, academic achievement, bi-cultural vs. omnicultural vs. quasi-kinship groups, attempts to fit in, dating). What is the purpose and effect of such elements? How do they serve his argument?

### Extension 3: Synthesis Essay: Tan writes, “I happen to be rebellious in nature and enjoy the challenges of disproving assumptions made about me” (422). Compare Tan’s attitude here with Eric Liu’s in “Notes of A Native Speaker” as he defines “white” (p. 251-2). Are they facing the same challenges or responding in the same way? How do the excerpts from “Becoming American-The Chinese Experience” reflect in their narratives?

### M/C Questions for both

### Anzaldúa and Rodriguez: Complete 1 Extension for Each Author

Anzaldúa Extension # 1: Argument Analysis AP Prompt: How does Gloria E. Anzaldúa’s use of rhetorical strategies of logos, ethos, and pathos to help persuade or inform the reader? Make sure you utilize the “terminology” as you focus on the purpose of the essay and how the strategies serve the purpose (not merely discussing strategies).

Rodriguez Extension #2: Argument Analysis AP Prompt: Prove or refute the following claim, using support from the text: The author believes he has lost his connection to his family as he has adopted English.

Rodriguez Extension #3: Write a short argumentative essay in which you discuss whether someone can truly belong to a culture if he/she does not comfortably speak the language.

### M/C Prompts for Both

Quarter 4

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| --- | --- | --- |
| Date | In-Class | Homework |
| Apr. 13 BApr. 14 A | Said Lecture: “The Myth of the Clash of Civilizations”Said, *50*. 365-368Mukherjee, *50.* 298-301 (M/C). | Shukla and Banerji-Literary Criticism on Mukherjee LogTam-“Mother Tongue”-Text and 3-Column Chart and Group Discussion QuestionAP Extensions-1 or 2 and M/C Mukherjee |
| Apr. 15 BApr. 16 A | *Becoming American*-Part 1 and 2Tam and Interview (M/C) Group Discussion Questions | Liu –“Notes of a Native Speaker” (*50)* Text and ?sVocab 14 |
| Apr. 17 BApr. 20 A | Moyers-Part 3 and 8Liu—Perspective on Assimilation (M/C) Alcazar-Marking the Text and Log | AP Prompt-Tam and Liu-1,2 or 3 and M/CAnzaldúa-“How to Tame” (*website)*-Reading Response Chart on website-download and then copy into a google doc to shareStudy Vocab 14 |
| Apr.21 BApr.22 A | Vocab 14 QuizAnzaldúa-Language Associations (M/C)And Reader Response ShareStaking a Claim Example | Anzaldúa Argument Analysis PromptLockhart-Literary Criticism on Anzaldúa LogVocab 15 |
| Apr. 23 BApr. 24 A | Rodriguez-“Aria”-Part 1-Comment ToolPhases Chart | Rodriguez-“Aria” 2, 3 & 4-Rodriguez Google Doc-Comment Tool |
| Apr. 27(holiday)Apr. 28 BApr. 29 A | Rodriguez-“Aria” Parts 2, 3, and 4Extension Activities for Aria | Study for Vocab 15Rodriguez Argument Analysis PromptMoya-Literary Criticism on Rodriguez Log |
| Apr. 30 BMay 1 A | Vocab 15 QuizRodriguez: “Iraq Aftermath” and Reconnecting to Said and unit themes | Synthesis Essay by May 8 (4-5 pages using sources from the unit)SOS-Chapter 1 (3-30) |
| May 4 BMay 5 A | Intro to SOS and Chapter 1 | SOS-Chapter 2 (31-55)Vocab 16 |
| May 6 BMay 7 A | Chapter 2 | SOS-Chapter 3 (56-89) |
| May 8 BMay 11 A | Chapter 3 | Review AP Exam Strategies on website and terminologySOS-Chapters 4-6 (90-161) due May 15/18 |
| May 12 BMay 13(Exam)AMay 14 (holiday) | SAT Essay-Differences from AP | SOS- Chapters 4-6 (90-161) due May 15/18 |
| May 15 BMay 18 A | Chapters 4-6SAT Essay Prep #2 | SOS-Chapter 7-8 (162-85)Study Vocab 16 |
| May 19 BMay 20 A | Chapters 7-8Vocab 16 Quiz | SOS-Chapter 9 (186-215) |
| May 21May 22 | Chapter 9In-Class Essay Test 1-9 | SOS-Chapter 10 (219-58) |
| May 26May 27 | Chapter 10 | SOS-Chapter 11 & 12 (259-304)Vocab 17 |
| May 28May 29 | Chapters 11-12 | S0S-Chapter 13-15 (305-337) |
| June 1June 2 | Chapters 13-15 | Literary Criticism-Essay 1 Annotation |
| June 3June 4 | Literary Criticism-Academic DepthEOY Diagnostic | Literary Criticism-Essay 2 AnnotationStudy for Vocab 17 |
| June 5June 8 | Literary Criticism-Academic DepthVocab 17 Quiz | 5-7 page Essay on SOS due June 10 |
| June 9June 10 | SRI and Essay Work | 5-7 page Essay on SOS due June 10 |
| June 11June 12 | Write Your Argument PromptArgument Analysis Prompt | Final Exam-AP Synthesis Prompt |