

LINGUISTIC DIVERSITY AND CLASS DICTIONARY EXERCISES FOR ENG 96



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Professor Jeni Meresman's English 96

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00: Front Matter

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1.1: Studying Different Linguistic Communities--Readings and Videos

Introduction to this module: Analyzing Language in Different Settings

Do you find that you change the way you dress depending on what you are doing? Do you wear different clothes when you go to work versus when you relax at home? What about if you are going to a wedding or a dance club? What about a first date or an interview for a new job? Most people change their clothing choices to match their context or setting as well as their purpose (like when we "dress to impress"). We make these changes in our clothing because how we present ourselves communicates something to everyone who sees us: if we do not dress appropriately for work or for an important event like a wedding, others may think we are communicating disrespect. On the other hand, if we dress formally for a relaxing evening with friends, it might communicate that we are not comfortable with them or that we are "trying too hard."

While our clothing choices tend to be pretty conscious, we also may make other changes to how we present ourselves. As the name suggests, *body language* is also a form of communication. When we are in an interview for a job, for instance, we may want to make sure we are sitting up straight and making eye contact to communicate confidence. When we are on a date, we may want to lean in to communicate interest and comfort. We often make these changes unconsciously--without realizing it. Imagine high school students who are joking around with friends during class. Their body language probably conveys that they are relaxed. If the teacher calls on them, without realizing it, they're likely to sit up taller and face their body to the teacher to communicate respect and attention.

Just as we change our body language, we often change our spoken language--the words we use as well as the tone and volume of our voice--based on context. Sometimes these changes are very subtle and unconscious. Other times, we may be making these changes very consciously. Sometimes these changes feel comfortable and natural. Other times, they may feel awkward or uncomfortable. Just like with clothing, we all have a personal style that feels natural and allows us to feel more like ourselves. Sometimes, it can be challenging to modify our clothing or language to fit a situation while still feeling like we are being ourselves.

In this module, we will observe and analyze how people change their modes of communication based on context. We will also discuss the challenges that sometimes come with these changes. As you develop as a communicator (speaker and writer), you may find that it becomes easier to vary the ways you use language while also maintaining a personal style that feels authentic to you. On the other hand, you may find that there is always a tension between how you are expected to

communicate in certain contexts and how you feel comfortable communicating, and this is important to notice as well.

What you will learn in this module

An anthropologist is a social scientist who studies society and culture. This module is an opportunity to conduct research and take field notes just as an anthropologist would. (Field notes are the notes that social scientists like anthropologists take when they are observing people.) This module will help prepare you for future classes in the social sciences. Specifically, you will get experience doing the following:

- Considering all the ways we communicate (including body language, styles of dress, and other ways we present ourselves).
- Conducting anthropology research by observing language in several different settings and taking field notes.
- Observing your own language use in different settings.
- Analyzing what you observe.
- Writing a composition about your findings that uses specific examples quoted from your field notes.

Vocabulary for this module

Anthropologist: a social scientist who studies societies and cultures and works to understand what makes people human

Articulate (adj): demonstrating the ability to express oneself well through verbal language

Context: the circumstances that form the setting for an event (this can include elements such as *where*, *when*, *who*, *why*)

Code-meshing: a communication approach that combines different codes, languages, dialects, or ways of speaking (e.g., Spanglish)

Code-switching: the practice of alternating between two or more codes, languages, dialects, or ways of speaking (e.g., translating between two languages)

Field notes: notes from a researcher's observations to help them document and think through what they are studying

Linguistic: related to language

Linguistic community: a group of people who share a common language, dialect, or way of speaking

Linguistic diversity: a broad term that describes the variety of languages or ways of speaking that occur within a society

Spoken word poetry: a form of oral poetic performance art (to learn more, about the history of spoken word, watch this 2-minute video: <https://www.youtube.com/watch?v=S4HV3t1nZgo>)

Style-shifting: when a speaker changes their speech style in response to the context (similar to code-switching, but less abrupt)

Steps for completing this module

1. After reading this module introduction (above), you will be ready to view the video below.
2. You will then complete the activity, which includes an in-class component and an out-of-class observation and journaling component. (These are your field notes.)
3. Last, you will write a paper addressing the question: ***How do you notice your language change when you are speaking with different people?*** You will use specific quotes and details from your observation journal, so be sure to take a lot of detailed notes!

VIDEO: “Three Ways to Speak English”

Background provided on the TED website:

Jamila Lyiscott is a “tri-tongued orator;” in her powerful spoken-word essay “Broken English,” she celebrates — and challenges — the three distinct flavors of English she speaks with her friends, in the classroom and with her parents. As she explores the complicated history and present-day identity that each language represents, she unpacks what it means to be “articulate.”

Before watching this TED talk, you may want to spend a few minutes thinking about the different linguistic communities you belong to. A linguistic community is a group of people who share a common way of speaking, so one linguistic community you might be a part of is your family, another might be a group of friends, another might be your work environment or your school, and so on. How do you speak differently with these different groups? Why do you change the way you speak in these different contexts?

After you watch, consider the questions posted below the TED talk. You can also review the transcript, which is also included below.

TED talk:



Questions to consider after watching:

1. What does it mean to Lyiscott to be “articulate”? Does she feel it is positive when people call her “articulate”? Why or why not?
2. Lyiscott chose to present her TED talk in the form of spoken word poetry. Why do you think she does this? How does it impact the audience for her to convey her message this way rather than through a more traditional TED talk lecture?
3. Lyiscott illustrates the three ways she speaks English. She also plays with using these forms of English outside their natural context to make a point. In the transcript below, identify at least one place where she uses a form of English outside its natural context. What is the impact of doing this?

Transcript

3 ways to speak English, Jamila Lyiscott, TEDSalon NY, February 2014

Today, a baffled lady observed the shell where my soul dwells
And announced that I’m “articulate”

Which means that when it comes to enunciation and diction
I don’t even think of it
‘Cause I’m “articulate”

So when my professor asks a question
And my answer is tainted with a connotation of urbanized suggestion
There’s no misdirected intention
Pay attention
‘Cause I’m “articulate”

So when my father asks, “Wha’ kinda ting is dis?”
My “articulate” answer never goes amiss
I say “father, this is the impending problem at hand”
And when I’m on the block I switch it up just because I can

So when my boy says, “What’s good with you son?”

I just say, "I jus' fall out wit dem people but I done!"
And sometimes in class
I might pause the intellectual sounding flow to ask
"Yo! Why dese books neva be about my peoples"

Yes, I have decided to treat all three of my languages as equals
Because I'm "articulate"

But who controls articulation?
Because the English language is a multifaceted oration
Subject to indefinite transformation

Now you may think that it is ignorant to speak broken English
But I'm here to tell you that even "articulate" Americans sound
foolish to the British
So when my Professor comes on the block and says, "Hello"
I stop him and say "Noooo ...
You're being inarticulate ... the proper way is to say 'what's
good'"
Now you may think that's too hood, that's not cool
But I'm here to tell you that even our language has rules

So when Mommy mocks me and says "ya'll-be-madd-going-to-
the-store"
I say "Mommy, no, that sentence is not following the law
Never does the word "madd" go before a present participle
That's simply the principle of this English"

If I had the vocal capacity I would sing this from every
mountaintop,
From every suburbia, and every hood
'Cause the only God of language is the one recorded in the
Genesis
Of this world saying "it is good"
So I may not always come before you with excellency of speech
But do not judge me by my language and assume
That I'm too ignorant to teach
'Cause I speak three tongues
One for each:
Home, school and friends

I'm a tri-lingual orator
Sometimes I'm consistent with my language now
Then switch it up so I don't bore later

Sometimes I fight back two tongues
While I use the other one in the classroom
And when I mistakenly mix them up
I feel crazy like ... I'm cooking in the bathroom

I know that I had to borrow your language because mines was
stolen
But you can't expect me to speak your history wholly while
mines is broken
These words are spoken
By someone who is simply fed up with the Eurocentric ideals of
this season
And the reason I speak a composite version of your language
Is because mines was raped away along with my history
I speak broken English so the profusing gashes can remind us
That our current state is not a mystery
I'm so tired of the negative images that are driving my people
mad

So unless you've seen it rob a bank stop calling my hair bad
I'm so sick of this nonsensical racial disparity
So don't call it good unless your hair is known for donating to
charity
As much as has been raped away from our people
How can you expect me to treat their imprint on your language
As anything less than equal?

Let there be no confusion
Let there be no hesitation
This is not a promotion of ignorance

This is a linguistic celebration

That's why I put "tri-lingual" on my last job application
I can help to diversify your consumer market is all I wanted
them to know

And when they call me for the interview I'll be more than happy to show that

I can say:

“What’s good”

“Whatagwan”

And of course ...“Hello”

Because I’m “articulate”

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1.2: Classroom and At-Home Activity- Studying Language Variation

Studying Language Variation

Some of this activity will be completed in class and some will be completed out of class as homework.

In-class Preparation for the Language Observation Journal

As you prepare to conduct your anthropological study of language, you will first discuss the following questions with a peer and then share out with the class.

1. On a notecard or piece of notebook paper, finish this sentence: "Language is like clothing because _____." Then offer an example to support your statement.
2. After watching the TED talk, "3 Ways to Speak English," discuss with your peer the three ways that Jamila Lyiscott speaks English. How are they different? In what context or with whom does she speak each kind of English? Refer back to the transcript of her TED talk (included in the readings for this module) to identify specific examples.
3. Using the internet, find two different videos that illustrate two very different styles of English. Be ready to share and to point out the specific differences you observe. (If time, find a third or fourth style of English to share with the class!)
4. Now consider your own use of language. How many different ways do you speak? With whom? In what context? If you speak languages other than English, include these too and consider all the variations of those languages that you speak. For instance, some students find that they speak Spanglish--a combination of Spanish and English--with their friends but speak more formal Spanish with their grandparents. (You and your peer can make separate lists or you can combine your lists.)

Share your answers with your class.

Language Observation Journal (complete out of class and bring to class)

Note: This activity will take you a full week to complete! Make sure you have a notebook or place to take notes as you make observations throughout the week.

This observation and journaling activity will help you collect examples that you can use in a paper you are going to write. The final paper will address this question: **How do you notice your language (vocabulary, expressions, phrases) change when you are speaking with different people?**

But before you answer that question, you will first observe how others speak.

There are two purposes for this assignment:

1. The activity will help you reflect on how people naturally change how they speak depending on who they are speaking to, in what context or setting, and for what purpose.
2. The activity will strengthen your ability to make observations, which you will use as evidence for your later composition.

In order to answer this question, you will need to become more aware of different styles of speaking. Over the next week, listen closely to how *other* people speak in different settings. Keep a journal to record your observations. You can write in a notebook or on loose-leaf paper or however you want as long as you are recording your observations somehow. **You will be expected to bring the notes you take to class to discuss and to turn them in with the final writing assignment.** Include anything that sticks out to you. Specifically, you may want to consider *word choice*, the use of *slang* or *colloquial expressions*, and *tone of voice*. Be sure to observe and consider at least two of the different settings listed below.

Consider the following audiences:

- How do people speak differently to a baby? Do they change their tone of voice? Do they use different words? Are there things people would not say in front of a baby that they would say in front of an adult?
- How do people speak to those that they respect such as a pastor, a parent or a grandparent? Does their tone change?
- How do people speak to their friends? Do they use certain expressions or slang terms that others might not understand?
- How do people speak to a boyfriend/girlfriend? Do they use pet names or other distinctive vocabulary? What is their tone? Can you tell if a friend is speaking to his/her significant other on the phone? If so, how can you tell?
- How do people speak to a potential boss while on a job interview? Does their language change? Do they pay more attention to the words they choose to use?
- How do journalists speak on the news? Do they have a distinctive tone of voice or pattern of inflection?

After keeping a journal for three days and reporting on at least two of the above situations, next pay attention to your own use of language. The goal is to become conscious of how your own language changes when you speak to different people. Keep a journal and jot down notes of what words and expressions you hear yourself use in particular settings. Be sure to take detailed notes on how you speak in two different settings (perhaps at work speaking with your boss and at home speaking to your child). You want to be as specific as possible, recording direct quotes of things you said. Note also your tone of voice, volume, body language and other details. You also want to address why you change the way you speak in these two settings.

As you review your observation notes to prepare to write your paper, ask yourself the following questions: Would it feel weird if I just said that to my boss? Would I speak this way to my child? Would my mother know what I was talking about if I used that expression? Would someone who didn't know me

understand what I was talking about? Would my friends tease me if I used that expression in casual conversation?

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1.3: Linguistic Diversity Report (Assignment)

Report of Findings

After completing your language journal (described in the previous section), write a short paper of 500-800 words (around 2 pages) about what you observed and learned. In your report, be sure to describe how you and/or others speak in at least two different contexts. For each one, explain the context (where, when, with whom) and use specific quotes from your notes to illustrate how you speak in that context. (This is very similar to the type of short assignment you may get in a social science class.) ***This report does not need to be organized like a formal essay with an intro/thesis/conclusion. Focus instead on the quality of your examples and the depth of your analysis. It should, however, be clearly written, carefully proofread, and show evidence of drafting.***

You may be asked to submit your language journal and/or evidence of multiple drafts along with your final report.

A strong report will

- Show that you took the assignment extremely seriously and clearly put forward your best effort
- Demonstrate a thoughtful and thorough response to the assignment including specific examples with descriptions of the context and direct quotes
- Attempt to utilize some of the vocabulary from the unit
- Demonstrate careful editing and proofreading so that your final report is written in a style that is appropriate for college and is easy for the reader to understand

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CHAPTER OVERVIEW

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2.1: Module Explanation (reading) and TED talk (video)

Introduction to the project: Creating a Class Dictionary

Language is extremely diverse. You may have heard the term “linguistic community.” This refers to a community or group of people who share a way of speaking. This could be as broad as a language like Spanish or English, but it can also be much more specific, referring to particular words or phrases that one group uses that others don’t. (Even Spanish speakers from one country may use very different vocabulary than Spanish speakers from another country. That is because there are multiple Spanish-speaking linguistic communities. This is true for all languages.)

We are all part of many linguistic communities. These communities may be very big or they may be as small as just a few of our closest friends. For instance, consider how you speak to your friends. What words or phrases do you and your friends know and use that your parents don’t? What about your neighborhood? Are there specific words or phrases used by those in your neighborhood that aren’t used in other neighborhoods? Consider, even, the words you use with your closest friends or people you have dated. Do you use special words or phrases with them that only they understand? These words might be words you created together or words that have special meanings that only you share. In this way, you have created your own linguistic community.

In order to be able to communicate across linguistic communities, we tend to use what’s called *Standard English* or sometimes *Academic English* when writing papers in college or doing other kinds of formal writing where we need a broad audience to be able to understand us. But sometimes, Standard or Academic English might not allow us to express just what we want to express—there might not be the perfect one-word translation.

Much of college involves learning words from academic linguistic communities: vocabulary words in your English class, new terms in your science classes, and so on. This project allows you to flip the script and instead teach your instructor and your classmates a word that you use that they may not know. Together, we will be creating a document—a class dictionary—that illustrates the linguistic diversity and rich vocabulary we each bring to the class.

What you will make

For this assignment, you will be selecting a word from one of your linguistic communities to define and explain using Standard English with examples of how and when the word would be used appropriately within its proper context, that is, within your linguistic community. The word you choose to define could be a slang word or it could be a word from another language that doesn’t have a direct English translation. In any case, you will do your best to help a Standard English speaker understand the denotation (direct or literal definition) and connotation (feelings and ideas invoked) of the word you select.

You will be sharing these words as a class and compiling them to make a class dictionary that represents the language diversity of your classroom community.

What you will learn

This project is an opportunity to:

- Write a definition paragraph with specific attention to audience and purpose
- Explain the meanings of words and use examples to illustrate how a specific word is used in different contexts
- Review dictionary entries to determine if they meet the needs of the audience and purpose
- Write and revise one or more dictionary entries to introduce a word you know to others who may not know that word

Steps for completing this project

1. After reading this module introduction, you will be ready to view the video below, which will introduce you to the concept of code-switching and help you brainstorm possible words you may want to contribute to the class dictionary.
2. Next, you will review a sample class dictionary entry and perform a peer review on the entry. We will use this to discuss, together, the elements we want to be sure to include in our dictionary entries.
3. Then, you will write your dictionary entry: you will select a word that you use regularly that is not part of Standard English. You will define this word in Standard English and provide several examples of how the word is used in its appropriate context. You will make sure that your dictionary entry includes all of the elements that we, as a class, decided we would include in our dictionary entries.

4. (Optional challenge) Once you have completed one entry based on a word you know well, you are now ready for the next challenge! You must find and define a word from a linguistic community *other* than your own. In order to do this, you will engage in a mini ethnographic study. You will identify the speaker you would like to work with and ask to interview them. You may either first select the speaker and then work with the speaker to select the right word to use for your entry, or you may first select the word you want to explore and then find a speaker who regularly uses that word. After your interview, you will complete your dictionary entry, including information about the linguistic community that most frequently uses this word.
5. (Optional group activity) Your class may opt to spend time together designing, compiling, and editing the dictionary to get it ready for print.
6. (Optional reflection activity) Your instructor may have you write a reflection to further explore and document your learning throughout the process.

VIDEO: "SAY LESS: A LESSON IN CODE-SWITCHING"

Background:

In this TED talk, Naya Stevens discusses how she has been expected to **code-switch** throughout her life. Code-switching is changing how one speaks to fit a particular linguistic community. In college, students are often asked or expected to code-switch from how they comfortably speak into a more formal or "standard" form of English.

Before watching this TED talk, consider how and where you code-switch. If you are watching the video with your class, you may want to share some examples with your classmates before watching.

As you watch, make a list of some of the vocabulary words she uses that those around her didn't understand. If she were doing the class dictionary assignment, what might be a good word for her to choose to define?

After you watch, take some time to brainstorm the words that you use that you think others not in your linguistic community should learn. Make a list of these words.

TED talk:



https://www.ted.com/talks/naya_stevens_say_less_a_lesson_in_code_switching?subtitle=en

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2.2: Peer Review of Sample Dictionary Entry (Activity)

Peer Review of a Dictionary Entry

Notes to students:

Your instructor may have you do this activity before or after you submit your first draft of your dictionary entry. In either case, this activity will help you by asking you to consider the audience and purpose of a dictionary, to consider the components of an effective dictionary entry, and to review a sample dictionary entry.

Activity Outcomes:

Students will be able to identify strengths and areas for improvement in a draft of a dictionary entry. Specifically,

- Students will be able to identify places that the entry can be revised to better address the purpose and audience.
- Students will be able to identify specific revisions that can be made to change the register of the entry to increase formality.

Connection to course Student Learning Outcomes:

- Analyze rhetorical strategies used in course readings with an emphasis on developing voice, tone, audience, and purpose.
- Employ a recursive revision process through multiple drafts that integrates peer and instructor feedback into the finished writing and that includes self-editing strategies.
- Demonstrate academic literacy through writing conventions as appropriate to the assignment.

Steps:

Discuss the following questions with your classmates. Your instructor may ask you to write down your answers or to share out with the class.

1. Consider the **audience** and **purpose** of the class dictionary you will be creating:
 - Who will read the dictionary?
 - What do you want them to learn from reading it? What should they be able to do after reading it?
2. Considering the audience and purpose that you defined above, what elements do you think will make a dictionary entry effective?

With a partner, read the sample entry, “Chutzpah” (below) and answer these questions with your partner. Your instructor may ask you to write down your answers or to share out with the class.

1. What do you like about this entry that you think makes it strong? (What ideas can you get from this about what you may want to be sure to include in your entry?)
2. What is missing or unclear? What could or should be changed and why?
3. Why is the first sentence in parentheses? Why is the second sentence underlined? Were these helpful choices that the writer made? Why or why not?
4. When we talk about **register** in regards to our writing, we are talking about how formal or informal the writing is. As writers, we want to consider if we are using the correct level of formality when writing. In your opinion, is the paragraph below in the correct register to be an entry in our class dictionary? Why or why not? If not, how would you suggest that this author revise this entry? (Be as specific as possible.) If so, what makes the register effective or appropriate for our intended audience and purpose?

Chutzpah

(*Chutzpah* is pronounced like this: HOOT-spah.) To have chutzpah is to be very daring and bold. In slang, we might say that someone who has chutzpah has “balls,” or “guts.” Chutzpah is a Yiddish word and I most often heard my grandmother use the word when referring to a person who was willing to speak out or act out against authority. My dad explains that when he heard it growing up, it had a slightly negative connotation. He said, “it’s daring; it’s bold, but it’s kind of nasty too—someone who has gone a little over the edge. It might mean someone who is intrusive or pushy.” According to my dad, then, someone who has chutzpah might be a little bit aggressive or rude. For example, when my grandmother was playing bridge with her friends and a realtor, without being invited, knocked on the door to ask my grandmother if she was interested in selling her house, she said “that woman sure has chutzpah.” Last year I had a classmate who walked in to class forty minutes late with headphones on and a bag of McDonald’s food. I would say that he had chutzpah.

Now that you have read and discussed the paragraph, consider the word that you are writing about for your class dictionary entry. What ideas did you get from reading this example? What are things you want to be sure to include in your entry? (You may want to spend some time brainstorming or free-writing or sharing your ideas with your partner or with the class.)

If you have already prepared a draft of your entry for class, you may want to spend some time revising and improving your entry or having your partner read your entry and offer you suggestions.

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2.3: Writing Your Dictionary Entry (Assessment)

Definition Paragraph—Entry in Class Dictionary

For this assignment, you will be picking a word that you use, but that you think I, your instructor, probably don't know. The word can be slang, or it can be from a different language, but it should be a word that cannot be easily defined in a few words. Pick a word that has a rich *connotation* that can best be captured in a number of vivid examples. Because it will be going into a class dictionary that we are creating, *the word must be appropriate for a school setting*. (It cannot be a swear word, or a derogatory term, or a racial slur, etc.)

In order to get ready to write, ask yourself:

- Who uses this word and when? When would it be appropriate or inappropriate to use this word? Do people usually use it when they are angry, happy, scared, etc.?
- Where did this word come from? Did it come from another word and change over time? Did it come from a particular language?
- How do I feel when I hear this word? Does it make me feel safe and comfortable, or uncomfortable?
- What other associations do I have with this word?

In one *meaty* paragraph aim for about 8-12 sentences (1/2 to 3/4 pages double-spaced), define your word so that your reader will understand it clearly. Explain who uses the word and when. If you know where the word came from, include this in your paragraph. Then give 2-3 clear examples of how the word is used and what it refers to. After reading your paragraph, the reader should have a very clear idea of how and when to use this word.

Suggested Steps for Writing Your Paragraph

Pre-Write

Once you pick your word, make a cluster with your word in the center and all of the associations you have with that word around it. (Use the questions above to help you.)

Topic Sentence

Define the word in one clear sentence. This will be the topic sentence of your paragraph. Your instructor may ask you to underline this sentence.

Outline/Plan

Once you have a clear topic sentence, pick the two to three best examples from your cluster that will help me understand what this word means. Now outline the paragraph, deciding which order to use your examples. (You may want to start with the most general example first, and get to the most specific example last to make it easiest for me to understand.)

Write, Revise, and Proofread

Now you are ready to write the paragraph. Read it out loud to yourself and ask if there is anything that needs to be clarified or changed. Once you are confident that your writing is clear, proofread the paragraph. Pay special attention to the types of mistakes that you tend to make. Your instructor may have you complete a peer review so that you can get feedback from another reader. If so, be sure to make changes based on the suggestions from your peer reader.

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2.4: Extension Activities

Extension Activity #1: Define a Word from a Different Linguistic Community

Once you have completed one entry based on a word you know well, you are now ready for the next challenge! You must find and define a word from a linguistic community *other* than your own. In order to do this, you will engage in a mini ethnographic study. You will identify the speaker you would like to work with and ask to interview them. You may either first select the speaker and then work with the speaker to select the right word to use for your entry, or you may first select the word you want to explore and then find a speaker who regularly uses that word. After your interview, you will complete your dictionary entry, including information about the linguistic community that most frequently uses this word. (Hints: consider using a grandparent, relative, or friend who speaks a different language than you. Select a word that is interesting because it does not have a direct translation in English.)

Extension Activity #2: Designing and Compiling the Dictionary

Once we have all of our entries, you will then be broken up into groups based on your interests. Your group will have a specific job as we design the dictionary and get it ready to go to printing. The jobs include the following:

Curating/Quality Control Experts:

As a class, we will decide: do all of the entries make it into the dictionary, or will we use a set of selection criteria to decide which ones make it into the dictionary? We will either design the selection criteria or the quality expectations as a class. Your group's job will then be to either decide which entries meet the selection criteria or, if we are going to include all of them, make sure each entry meets the specifications we decided upon as a class. You will write letters to each student in your class letting them know about any revisions that need to be made before their entry or entries can be selected.

Organization/Arrangement Experts:

Once the final list of entries has been determined, your group will figure out what order is best for our dictionary. How should the words be organized to tell the most interesting story about American Language in 2016? Dictionaries tend to be alphabetical, but anthologies tend to be grouped around themes. Your group will present two detailed options for how we could organize the dictionary. With each option, you will provide a rationale and the pros and cons of that option. The class will then vote, or if your group advocates for one option, we might be persuaded to select the option you think is best.

Formatting Experts:

Your group will take everyone's individual documents and will compile them into one document. You will determine the appropriate fonts, headings, and margins and compose a memo to the class enumerating and explaining each of your choices. You will share your draft and the memo with the class and get feedback on your choices from the other students, who may make requests that you change certain elements of the format.

Editing Experts:

Your group's job is to make sure that a final comb-through is done of each entry and that all entries adhere to the grammar and punctuation guidelines of Standard English (except inside direct quotes). You are welcome to utilize outside resources to ensure that your editing job is professionally completed. This can include professor office hours, use of the Writing Lab or use of other resources.

Introduction Writers:

Your job is to write a 2-4 page introduction for our dictionary, explaining the project we undertook, and the outcome. In your introduction, you will explain the organization of the dictionary and why we decided to organize it as we did. You will also offer an overview and brief discussion about the variety of linguistic communities represented in the book.

Cover Designers:

Your job is to design the cover that best represents our dictionary. You will present two different possible cover designs to the class. Each cover design will be accompanied by a brief written explanation that discusses all of the artistic choices made in the cover and why they were made. The class will then vote on the cover they prefer, or ask you to make modifications and

present us with a third option. If you would like the cover printed in color, you will need to offer a rationale that justifies the price difference between printing in color and printing in black and white.

Back Cover Designers:

You will study the back covers of other books and decide what you would like to include on the back of our dictionary. This may include: a summary of the dictionary and an explanation of the intended audience for the dictionary. It may also include quotes from others who have read the dictionary. You will decide! You will present your back cover and explain the choices you made to the class. You will then revise your back cover based on the feedback of the class.

Extension Activity #3: Reflecting on the Process

Once we have completed our dictionary and it has been published, your instructor may ask you to write an essay reflecting on your experience. Your essay may address your thoughts, frustrations, and challenges along the way; your experience working with your teammates; your assessment of the final product; a discussion of what you learned from completing this project; and a discussion of how you plan to transfer what you learned to other contexts (other courses, as well as other non-academic writing or speaking situations).

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