

Ms Post - Written Task One Planning and Proposal Form.

<p><u>Topic(s)</u> What is the topic of your task?</p>	<p>African American Vernacular English (AAVE) - the changing nature of language</p>
<p><u>Text type of task</u> <i>Editorial, Satire, Parody, Radio Transcript, Feature Magazine Article, Broadsheet Article etc.</i></p> <p><u>Published in</u> - Where would your text be published?</p>	<p>Op-Ed Published in <i>The Economist</i> print magazine</p>
<p><u>Audience</u>: Who is your target audience? Why would your audience care about this topic?</p>	<p>American business people who work in multi-ethnic and multi-cultural places of work.</p>
<p><u>Purpose</u> What is the <b>purpose</b> and main idea of your task? Give a brief overview of what you hope to accomplish. (criticise, expose, highlight, reveal)</p>	<p>To highlight the cultural importance of AAVE. To advocate for the use of AAVE as a legitimate dialect that can be used in business settings.</p>
<p>Model Texts</p> <ul style="list-style-type: none"> <li>- Find at least 2 texts that are the same text type you have chosen.</li> <li>- Identify the structural and literary features in that text type</li> </ul>	<p><i>The Economist</i> <b>“Out of one, many” by Johnson (Oct 20-26, 2018) - pg 78</b></p> <ul style="list-style-type: none"> <li>- <b>Headline:</b> Last name of writer in white and headline in black (no punctuation at end). Short phrase with no connection to language topic - alluding to the idea in the article             <ul style="list-style-type: none"> <li>- <b>Subheading</b> - More descriptive of the article. Begins with “Why” to identify the writer’s argument. Uses a metaphor (<i>punches below its weight</i>) to establish argument</li> </ul> </li> <li>- Opening with <b>cultural allusions</b> (comparing popularity of learning Arabic to Russian during the “Sputnik” days)             <ul style="list-style-type: none"> <li>- Statistics to support allusion</li> </ul> </li> <li>- <b>Facts and statistics</b> - history of language, types of dialects, comparison of #s who learn Arabic versus other languages.</li> <li>- Hinting at <b>thesis</b> in the form of a question at end of 3rd paragraph - (<i>So why does it seem to punch below its weight in the secular world?</i>)</li> <li>- <b>Structure:</b> Opening with basic overview of Arabic as a world language; moving to problems with learning the dialect (varieties in the language that make it difficult to standardize); how native speakers of Arabic navigate these problems; ending with writer’s opinion and a call to change opinions of readers (“No region, and no people or language, should ever be judged on its politics alone”)</li> <li>- Examples within body = borrowed words, examples of sounds that differ between dialect</li> </ul>

- **Short paragraphs** - 3-4 sentences per paragraph
- Opening sentence extremely precise and direct. (*A bigger problem is the nature of MSA; Arabic is the fifth-most-spoken language in the world, with more than 313m speakers*). Topic sentences sometimes use facts.

The Economist

Buttonwood: Sunrise in Tokyo: Japan's stockmarket is poised for a comeback - Nov. 3-9, 2018, page 69

Research Questions

- What information do you need to learn about your topic?
- Write 3-5 questions that need to be answered.

- Why is African American Vernacular English (AAVE) considered its own dialect? What are the features of the dialect that make it unique?
- When do speakers of AAVE code-switch, and why do they feel it is necessary?
- What are the stereotypes associated with speakers of AAVE?

Research:

- ❑ [The Case for Black English by Vinson Cunningham - The New Yorker](#)
- ❑ Rickford, John R (1986). "Me Tarzan, You Jane! Adequacy, Expressiveness, and the Creole Speaker" Journal of Linguistics 22:2 (281-310). PDF and JSTOR
- ❑ PBS: [American Varieties - African American English](#)
- ❑ Rickford, John R "[What is Ebonics? \(African American Vernacular English\)](#)" pdf Linguistic Society of America. Stanford University (2012)

Part I: Language and Culture

Part II: Mass Communication

Part III: Texts and Contexts

How is your task connected to our unit? What have we studied in class that has allowed you to think more deeply about this topic?  
i.e. topics, texts, concepts, ideas studied in class, a particular essential question. This will be important for your rationale.

My op-ed is directly related to our Language and Culture unit. AAVE as a dialect is directly linked to the identify of African Americans, as it can be traced back to early Creoles from the slave ships. Therefore, modern-day speakers of AAVE are arguably expressing their identities as they speak. Our lesson on code-switching directly applies here. I read an article about African Americans and how they have to code-switch regularly in order to be taken seriously in white society. This gave me insight into the stereotypes associated with speakers of non-standard English and encouraged me to investigate this further. I listen to a lot of rap music, so I am exposed to this type of English even though I do not speak it myself. It seems to me that the marginalization of AAVE could possibly be a form of linguistic imperialism at work, because the American society reveres more standard forms of English and imposes their English on African American communities if they wish to get a job. My task is going to directly challenge this mentality and argue that we need to be more open-minded about other dialects, particularly in the business world, so that people of all backgrounds have equal opportunities.