

English 2 - Syllabus for Quarter 4

Language and Power Unit

Instructor's name: Ms. Delicata

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Course Description

In this course, we will uncover the relationship between language and power that has shaped, and continues to shape, the way society functions. Through the study of colonial history all the way to the present, we will investigate both the contextual and the current power dynamics that faces students and adults. We will then creatively navigate these systems to restore languages that are devalued and give credence to communication techniques of all types through a culminating final project and presentation.

Language exerts
hidden power, like
the moon on the
tides.

Rita Mae Brown

Course Objectives

- Students will be able to analyze how connotations of words and the naming of people, places, and languages create power dynamics within a society.
- Students will be able to synthesize readings and multimedia to find similarities regarding the patterns and traits of linguistic genocide; They will subsequently demonstrate an understanding of how this genocide serves to create power relations by further analyzing primary source documents and fiction.
- Students will argue and support claims as to whether or not language restoration is effective after the near extinguishing of a language.
- Students will make contemporary connections between language and power by studying ebonics, slang, english language learners experience, assimilation, standardized testing and code-switching
- Students will demonstrate proficiency by creating a mid-term project that both describes and teaches others about an aspect of language extinction they believe people should know about in order to understand contemporary language issues. They will also create a final project that restores their language of choice through a creative project.

Course Schedule Outline

- **IF YOU ARE ABSENT DUE TO TESTING, YOU ARE RESPONSIBLE FOR GETTING AND YOUR MAKE UP WORK BY THE DUE DATES ASSIGNED. NO LATE WORK WILL BE ACCEPTED WITHOUT AN ADMIT.**
- **Specific Assignments and resources will be posted online at delicatabulls.blogspot.com**

Assignment	Due Date
Linguistic Tea Party - Students will “become” a critical voice in the linguistic genocide narrative and share their stories. They will use a worksheet to analyze similarities between stories and uncover the themes of the unit.	Due April 19th
Story Retrieval - Students will compare and contrast first person accounts and critical histories of colonialism and language. Students will demonstrate understanding of critical patterns between stories and multimedia accounts, and analyze what they teach readers about language and power.	Due April 29th
Stories of Resistance - Students will evaluate resistance methods to linguistic extinction by evaluating the protestors’ purpose and execution of their message. Students will also write from the perspective of a protester.	Due April 29th
Metaphorical Drawings Assessment - Students will craft thematic statements about language and power and demonstrate their understanding in a political cartoon. They will support their understanding of these relationships with evidence from the unit in a one paragraph artist’s statement.	Due May 6th
Linguistic Genocide and Language Restoration Essay Students will research an extinguished or near-extinguished language to find out what individuals are doing to restore that language. Students will write a 4 paragraph informative essay demonstrating their knowledge about how power dynamics sought to extinguish a language, and what methods are being used to revive that language.	Due May 6th
History of Ebonics - Students will analyze the history of ebonics to further investigate language and power. They will look at how ebonics fits into current linguistic hierarchies.	Due May 13
Teaching Ebonics - Students will delineate the difference between slang and ebonics by creating a classroom lesson in which they teach it. Students will read and analyze an article about the Oakland School System’s attempt to teach in African American Vernacular English.	Due May 13
Ebonics in Literature - Students will analyze how contemporary authors use ebonics in their literature to validate the black experience and combat linguistic discrimination	Due May 20th
Code-Switching - Students will debate the relative importance of code-switching by reading an excerpt of BeBe Moore Campbell’s <i>Brothers and Sisters</i> . They will answer this question: How much should people have to change in order to “get ahead” or “get opportunities”?	Due May 27th
Contemporary Connections - Students will analyze contemporary critiques of Rihanna’s “Work” demonstrate language biases in society today.	Due May 27th
Final Project and Unit Reflection	Due June 3rd