

Unit Plan: Introduction to Language Theory

Author:

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Intended Audience:

- High school English students. This unit would be especially relevant for students in AP Language and Composition; however, I believe that students of all skill levels deserve to understand how language functions in their lives and in society, so I encourage teachers to provide modifications and support to students who may struggle with the higher reading level of the material.

Text for Unit:

- *Language: Introductory Readings* (Seventh Edition); ed. Clark, Eschholz, Rosa, & Simon

Necessary Student Materials:

- A Journal
 - Students will respond to journal prompts in class and for homework, which will then be used for discussion. Students will also respond to readings and generate questions.

Assessment:

Note: These are suggestions for assessment in this unit. I have not provided specific guidelines for grading requirements since I believe those should be at each teacher's discretion--assess your students in the manner you find most appropriate.

- Participation in Class Discussion
 - This unit heavily focuses on discussion of ideas with peers in class. Require student participation and share your expectations with students. Track student participation in class discussion and assign a grade.
- Student Journals
 - Take up journals at the end of the unit (or throughout the unit) and check for required entries. Assign a grade for required work and respond to student comments.
- Final Project
 - Students will choose from the available final projects at the end of the unit. Assign a grade for these projects.
- Presentation of Final Project
 - Students will present information about their final projects to the class. Listen to presentations and grade students on required information.

Rationale: Why Teach Language Theory to High School Students?

When I began researching resources for teaching language theory to high school students, I found almost nothing. While a few resources exist for teaching introductory literary theory to secondary students, the absence of anything to do with language theory is striking. We expect students (by the time they graduate high school) to not simply be *competent* in language usage, but to demonstrate *mastery* in certain areas. Would a study of the underlying principles regarding language and its usage in our culture not help students become more confident, knowledgeable users of language? Would it not give them a sense of ownership and understanding of the ways that they use language themselves, and perhaps introduce an empathy for users of languages they are not familiar with? I think even an introductory overview of language theory would be helpful for high school students at least, and life-changing at most. It could be that by not addressing language theory with students in high school, we are missing an essential aspect of English language instruction.

Teaching language theory is also an important way to address the issues of privilege that inevitably arise when teaching English. In most English classrooms, the only type of language considered acceptable is “Standard English.” It is held up as the example that all students should aspire to--understandably, since it is the language of power in our society, and most English teachers are trying to prepare students for college, the workplace, and life. However, since “Standard English” is by no means the *only* acceptable form of communication in English, what are we telling students by not acknowledging the inherently complicated nature of language? Taking the time to have students examine language theoretically helps to dispel the notion that there is one “Standard English” to rule them all--students can see language for what it really is, and perhaps gain an appreciation of their own (and other) ways of communicating.

Lesson One: What is Language?

Action	Time	Description
Free Write	10 Minutes	Students will respond to this prompt in their journals: <ul style="list-style-type: none">• What is Language? Set a timer and write with students.
Discussion	10-15 Minutes	Either ask students to volunteer to share writing for discussion, or ask each student to share at least part of their writing. Facilitate a discussion of the student responses.
Group Reading	25 minutes	Place students into nine groups. Each group should read and discuss one section of Harvey Daniel's "Nine Ideas about Language" (<i>Language</i> pgs. 3-20) and prepare to orally summarize that section for the class. Assign each group a section.
Group Presentations and Note-Taking	25 minutes	Each student group will take turns summarizing one of Daniel's "Nine Ideas about Language" for the class. Offer clarification if necessary. During discussion, students will take brief notes on each "idea" in their journals.
Homework	Remaining time in class OR at home	Students will respond to this prompt in their journals: <ul style="list-style-type: none">• Choose one of Daniel's "Nine Ideas about Language" and respond. Does this idea challenge what you thought you knew about language? Does it support it? Explain.

Lesson Two: Language as Identity

Action	Time	Description
Silent Reading	20 minutes	Students will read Nancy Lord's "Native Tongues" silently for 25 minutes. As they read, students should choose one passage that they find particularly meaningful or important.
Free Write	10 minutes	<p>Students will write down the passage from the reading that they found meaningful or important, then respond to this prompt in their journals:</p> <ul style="list-style-type: none"> Why did you find the passage above meaningful or important? What ideas about language is Lord trying to convey in this article? <p>Set a timer and write with students.</p>
Discussion	25 minutes	Students will take turns sharing favorite passages, and if they choose, they may also share thoughts from their free write. Facilitate discussion and provide clarification on the reading if needed.
Homework	Remaining time in class OR at home	<p>*Before class: Make copies of the "Language: Crash Course Psychology #16" Note Handout for each student (on page 5).</p> <p>Students will watch "Language: Crash Course Psychology #16" on YouTube and take notes on the note handout. Students should fold the note handout and tape or paste into their journals.</p>

Lesson 2 Note Handout

Language: Crash-Course Psychology #16 Notes

Concept	Notes
Phonemes	
Morphemes	
Grammar	
Receptive Language	
Productive Language	
Babbling Phase	
One-Word Phase	
Two-Word Phase	
Language Acquisition	
Language Brain Areas	
How Thinking and Language are Connected	

Lesson Three: The Building Blocks of Language/Structuralism

Action	Time	Description
Partner Activity	15 minutes	<p>*Before class: Print one set of “Phoneme Game” cards (on pages 8-15) for each pair of students, cut apart, and place into separate envelopes. Place each set of cards into one large manila envelope.</p> <p>Students will choose a partner. Give each pair of students a manila envelope. Students will work together to label the phonemes on each section of each word picture. Circulate and check their work.</p>
Discussion	30 minutes	<p>Facilitate a discussion about the phoneme game.</p> <p>Possible questions:</p> <ul style="list-style-type: none"> • Do students remember doing activities like this in pre-school or kindergarten? • Is it important to be aware of these “building blocks” of language, or not? • Where does our knowledge of and ability to put together phonemes come from? <p>Review notes from “Language: Crash Course Psychology #16.”</p> <ul style="list-style-type: none"> • Call on students to share their notes with the class and discuss each term. • Provide clarity if necessary.
Lecture	20 minutes	<p>Lecture on Structuralism in linguistics. Students should take notes in journals on:</p> <ul style="list-style-type: none"> • Phonology, Morphology, Syntax • Competence/Performance • “Rules” <p>See lecture notes (on page 7) for an example of instructional diagrams to use while explaining. Students should copy the diagrams and notes in their journals.</p>
Free Write	5 minutes	<p>Show students “The Longest Sentence.” Challenge students to write one sentence for five minutes. The sentence does not have to make perfect sense, but they should expand the sentence continuously.</p>
Discussion	15 minutes	<p>Students will volunteer to share their “infinite sentences.” Discuss with students how this activity demonstrates the principle of recursion in language.</p>
Homework	Remaining time in class OR at home	<p>Students will read “A Brief History of English” by Paul Roberts (<i>Language</i> 330-339). Students should write down at least two facts from the reading that they didn’t already know in their journals.</p>

Lesson 3 Lecture Notes

Phonology (Sound):

Performance [p] (pit)[p] (tip) ← Two different ways to “perform” the sound

-----RULE-----

Competence / p / ←Abstract concept of sound

Morphology (Word):

Performance [vegetation] (noun) [vegetate] (verb)

-----RULE----- ← Knowing rules allows us to “noun” a

Competence // vegetate // verb

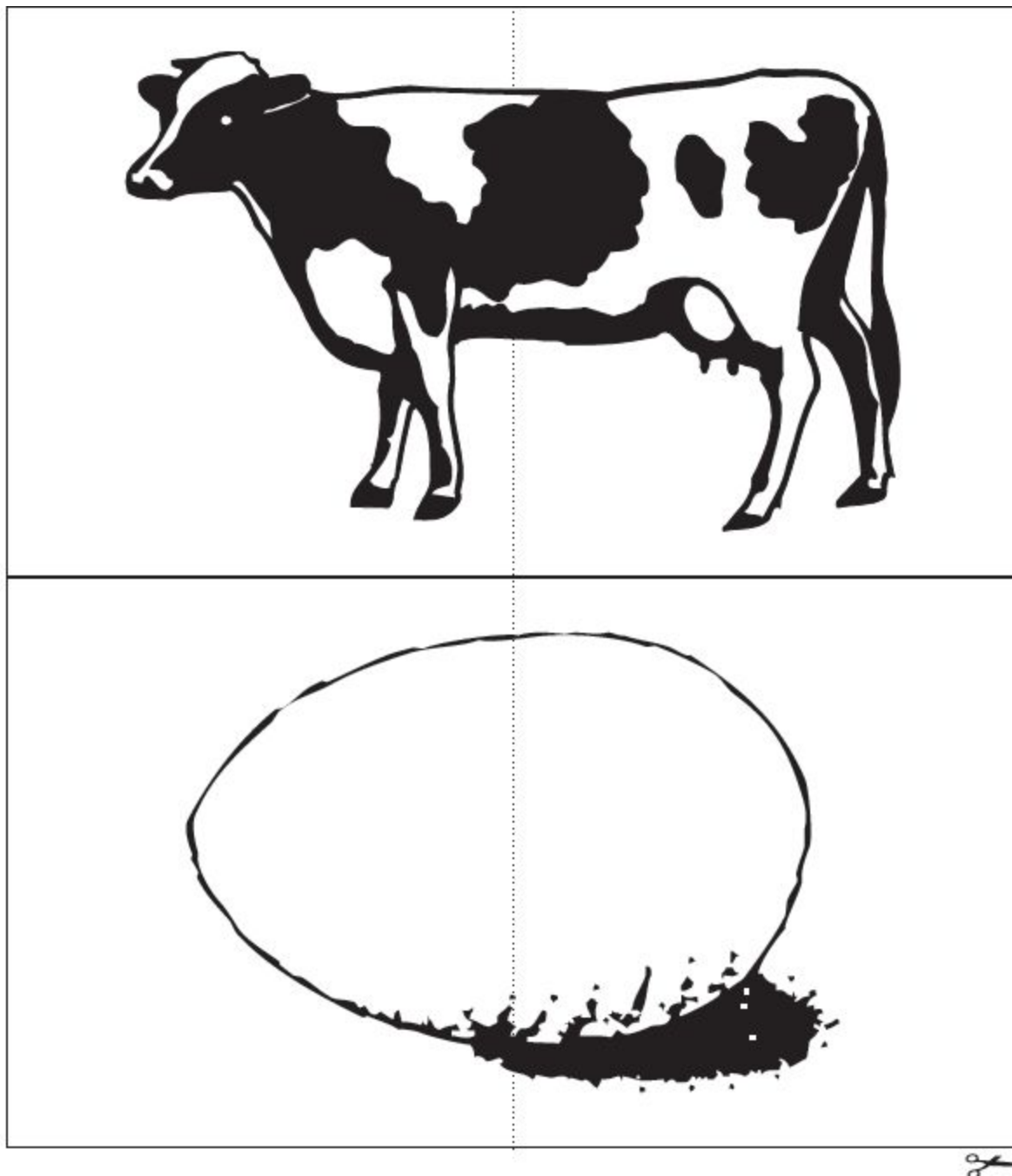
Syntax (Sentence):

Performance	[Jack kicked the ball]	[The ball was kicked by Jack]
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-----RULE----- ← Knowing rules allows us to say

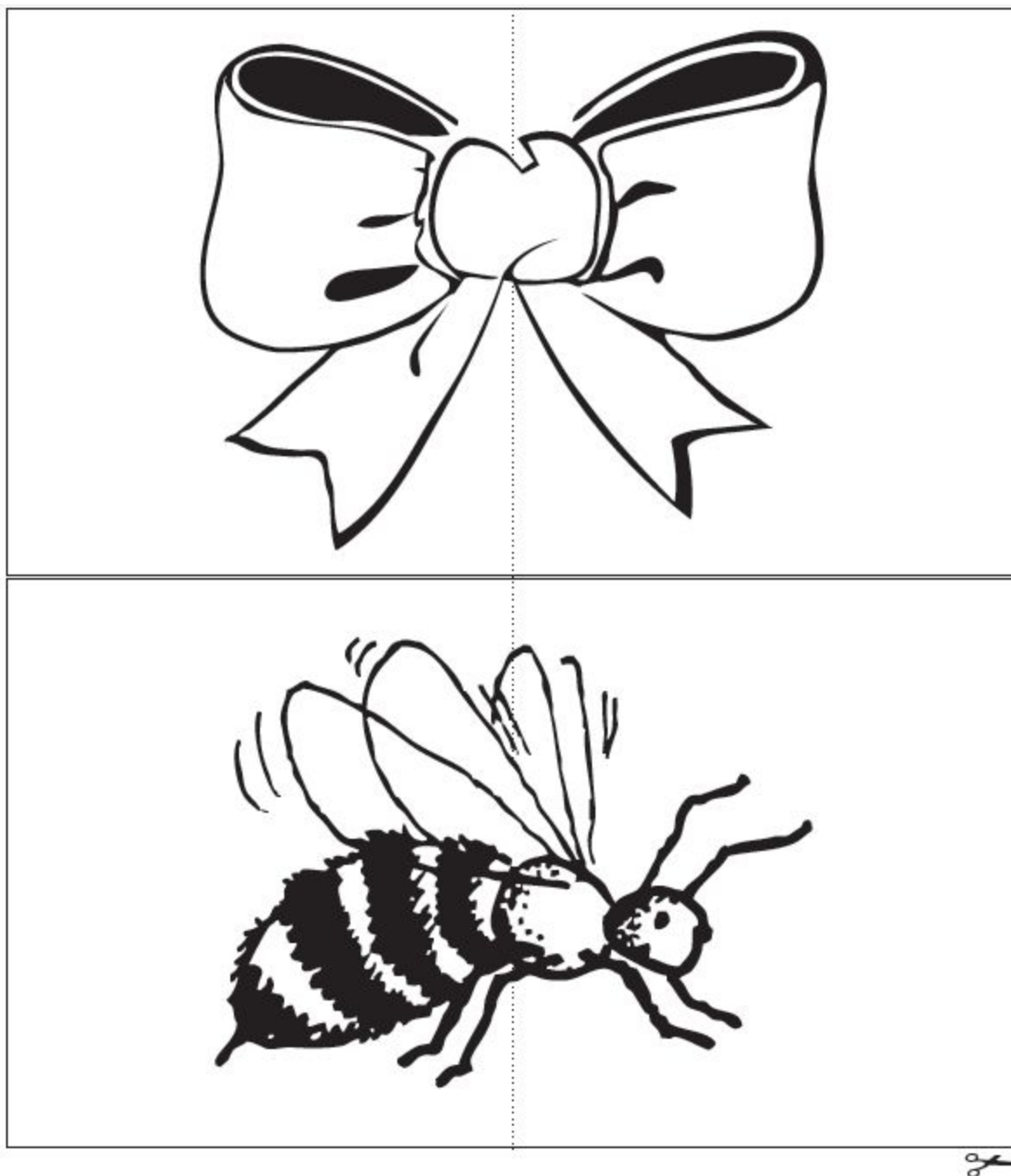
Competence / Subject Verb Object / something in many ways

Lesson 3 Phoneme Game



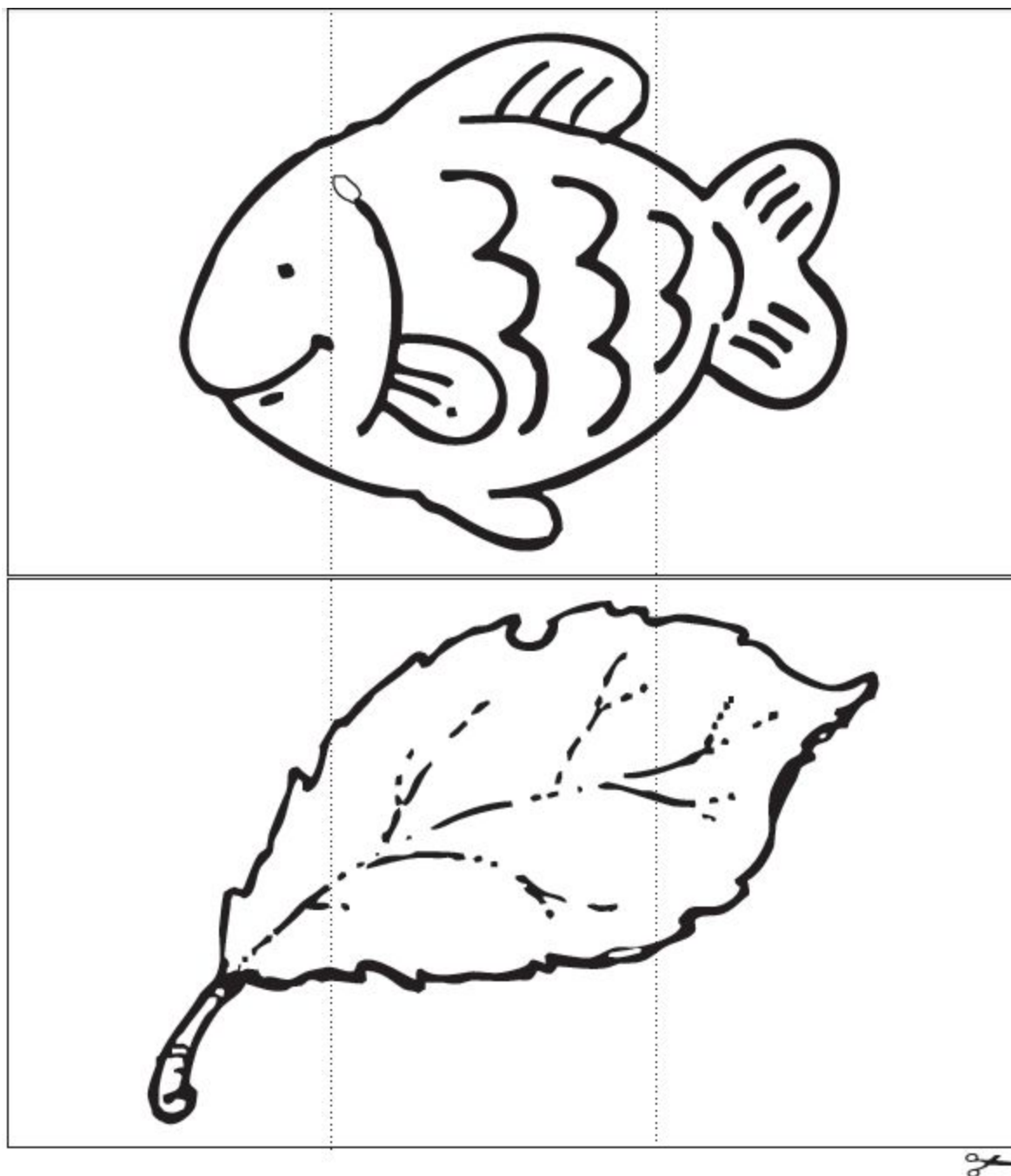
Source: The Florida Center for Reading Research. <http://www.fcrr.org/curriculum/studentCenterActivities2005.shtm>

Lesson 3 Phoneme Game



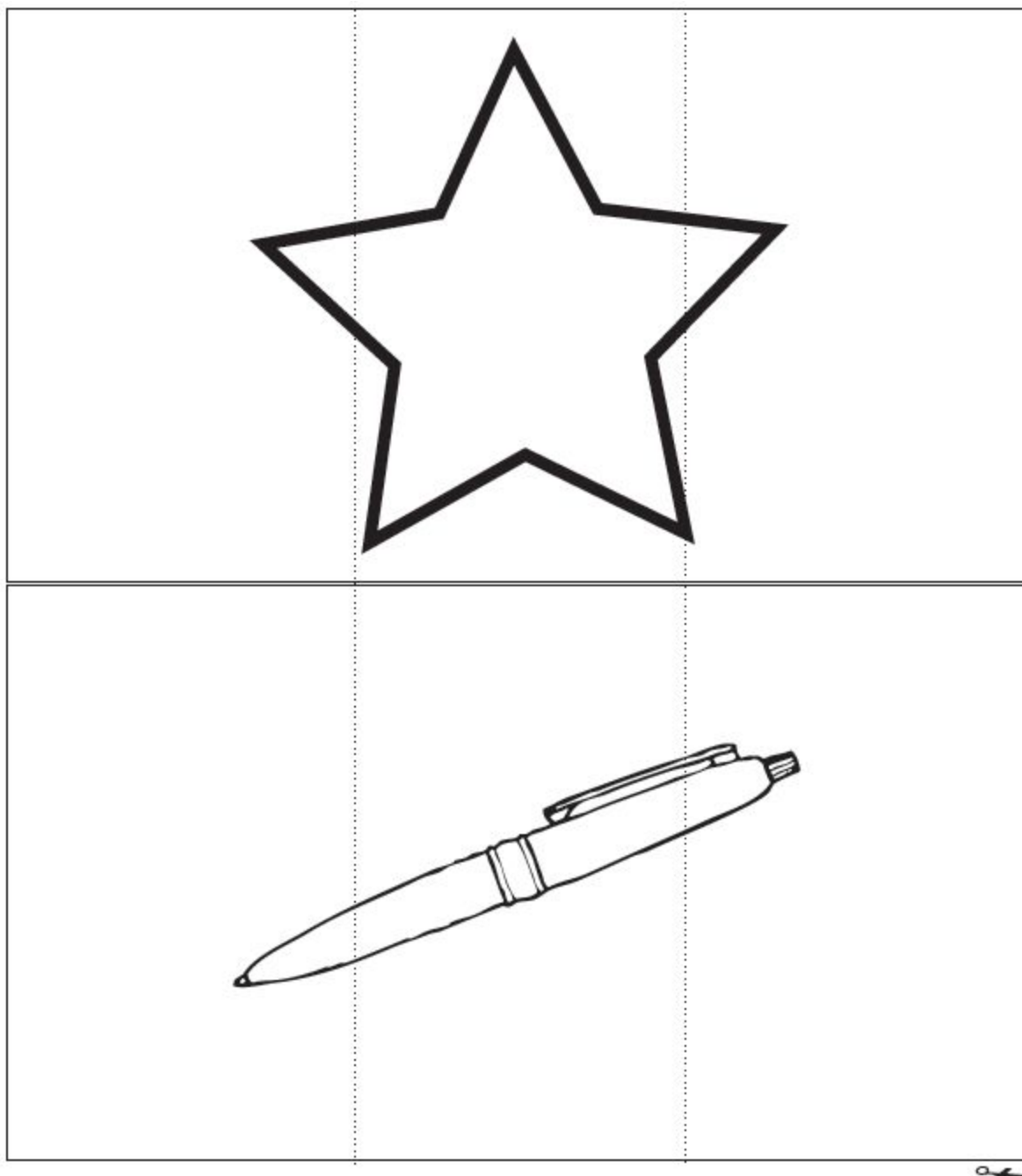
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Lesson 3 Phoneme Game



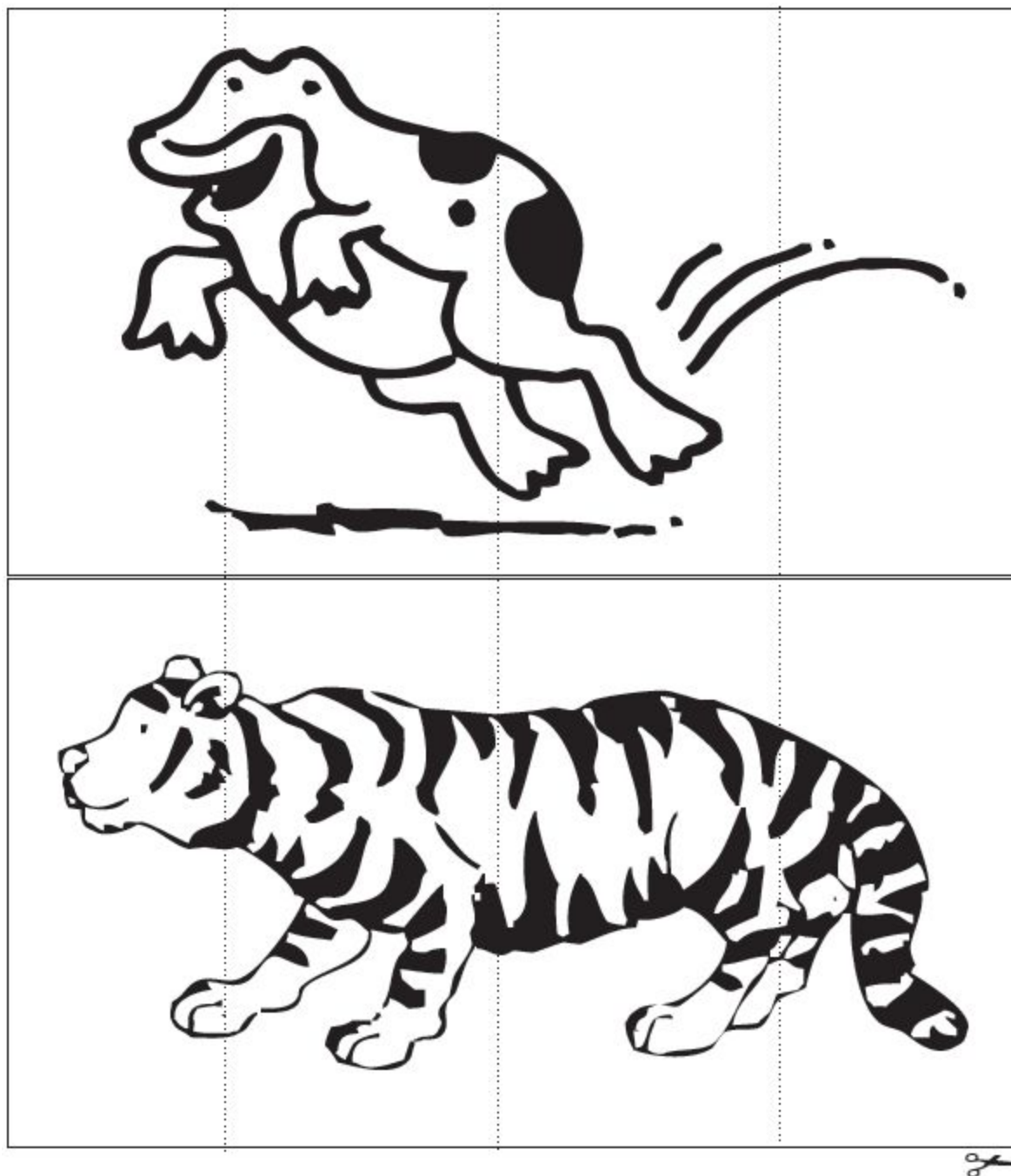
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Lesson 3 Phoneme Game



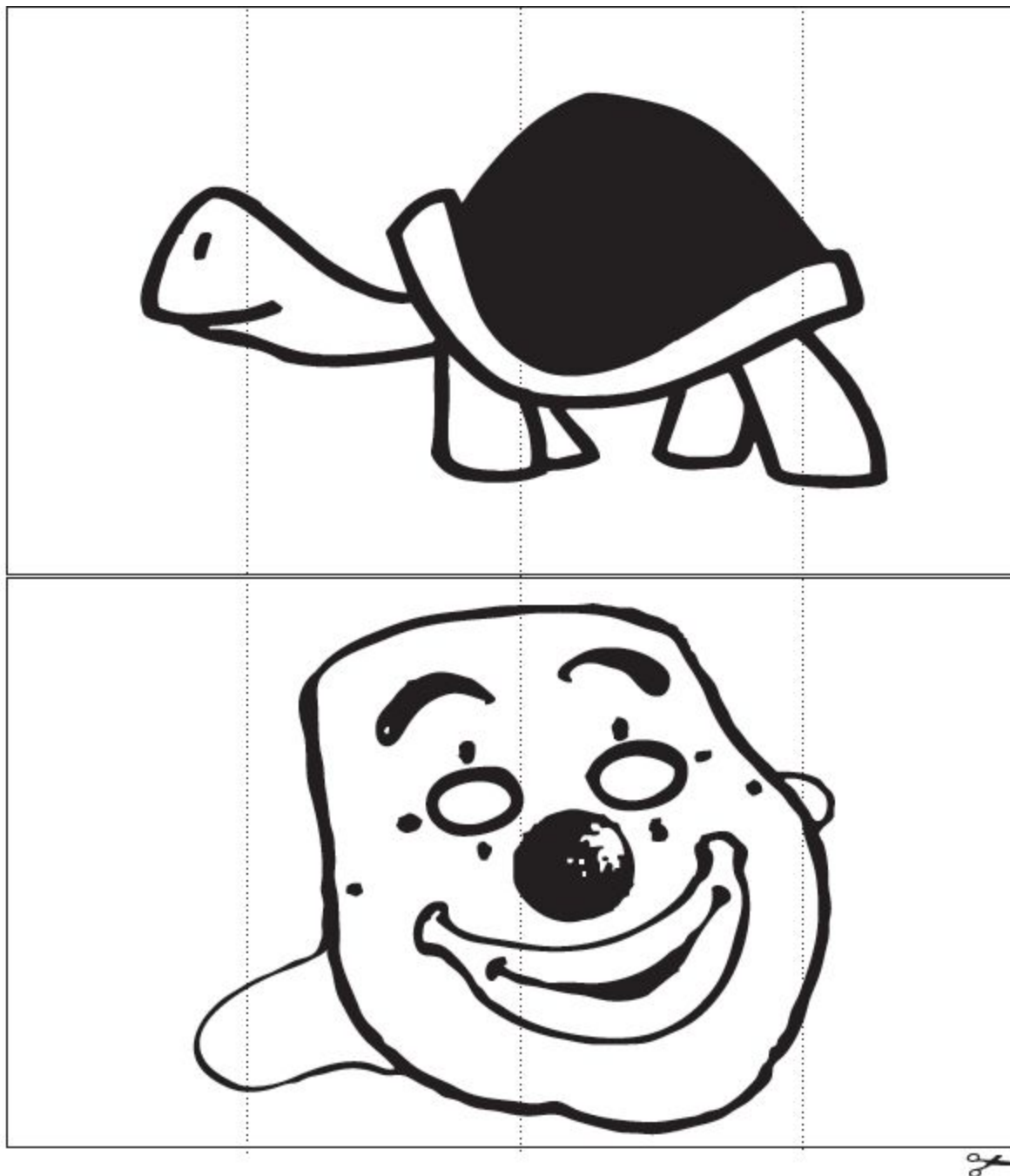
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Lesson 3 Phoneme Game



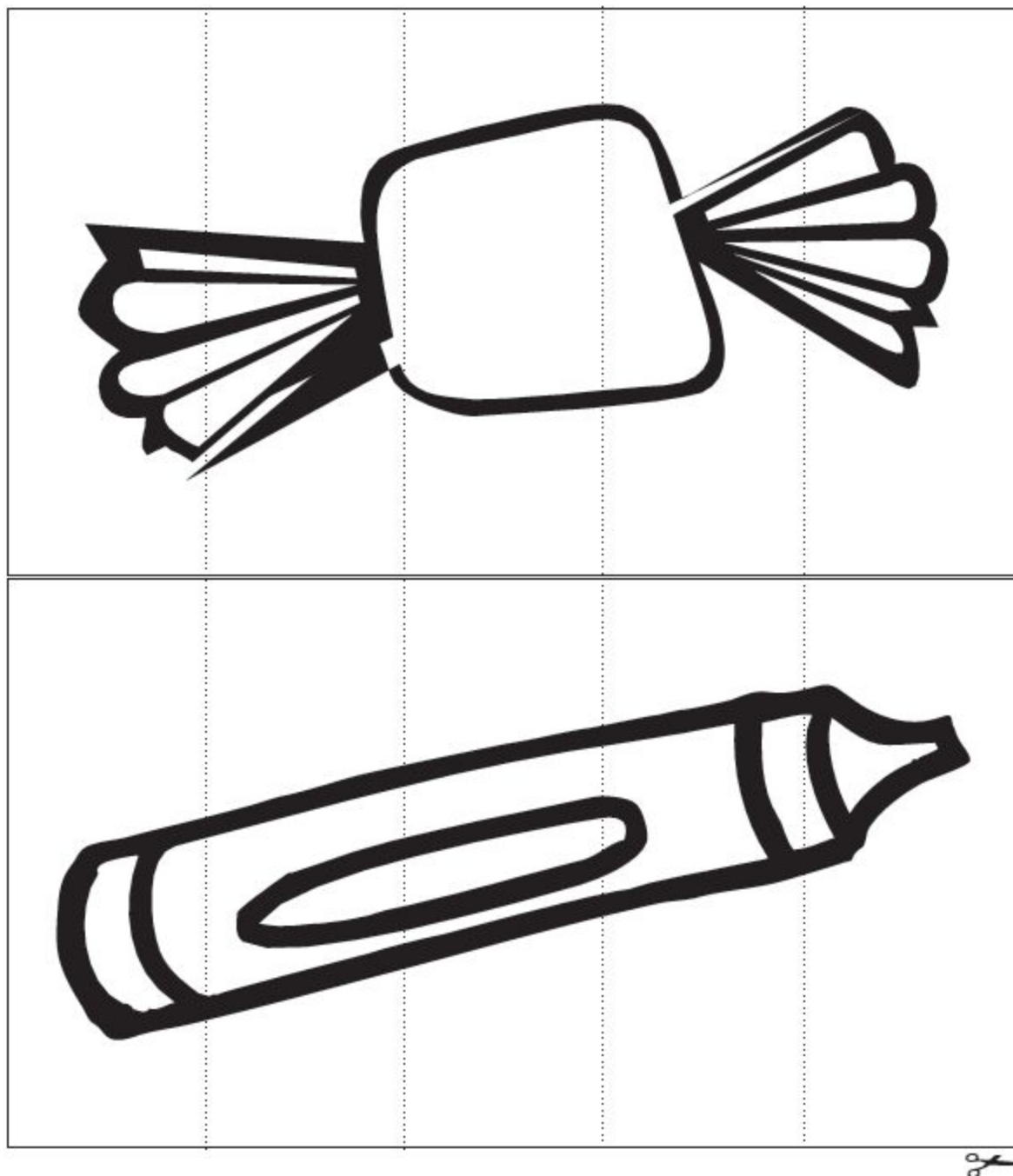
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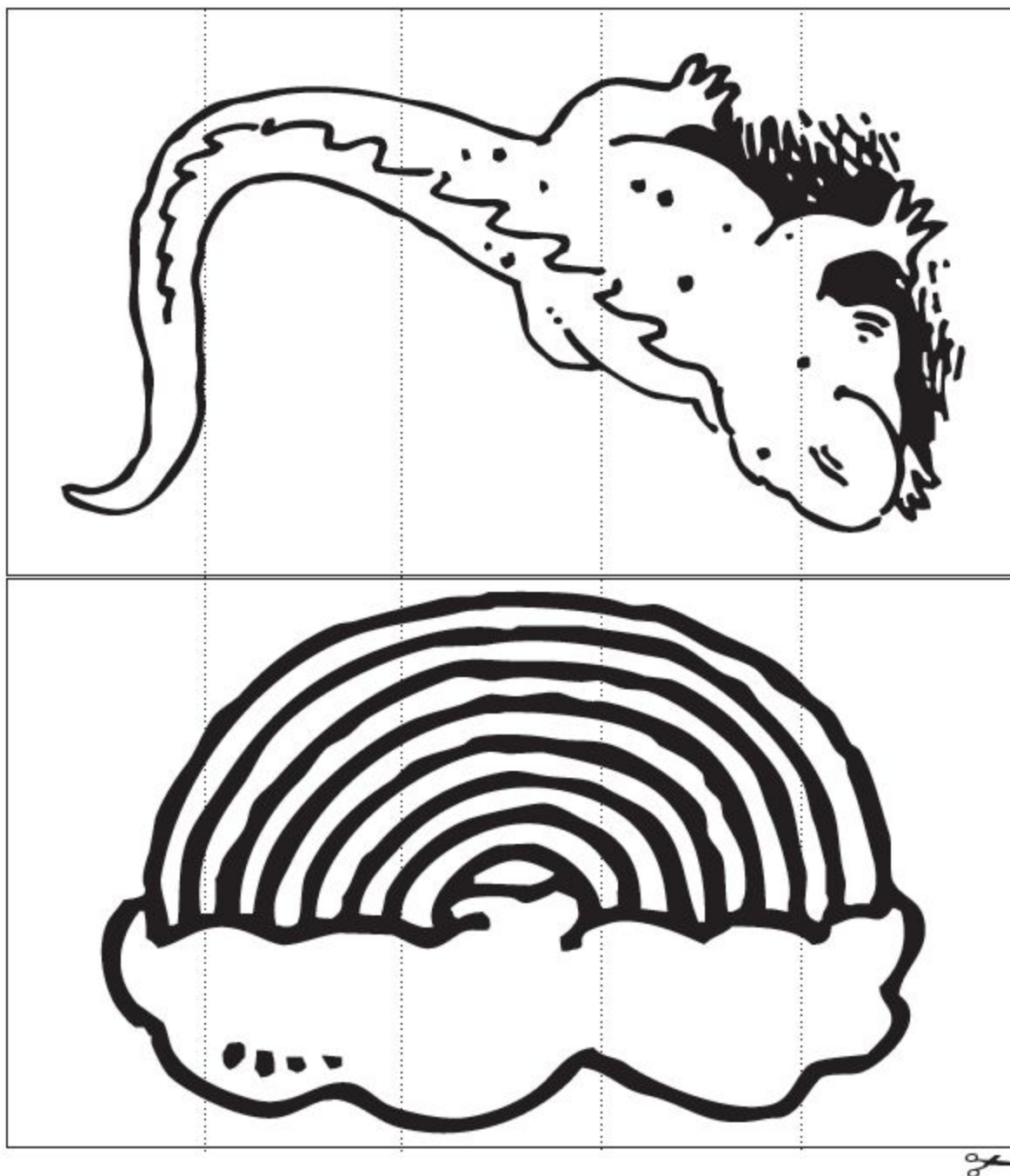
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Lesson 3 Phoneme Game



Source: The Florida Center for Reading Research. <http://www.fcrr.org/curriculum/studentCenterActivities2005.shtm>

Lesson Four: The History of English

Action	Time	Description
Video	12 Minutes	Show "History of English." This video will reinforce many ideas students read in their homework assignment.
Discussion	25 Minutes	Facilitate a discussion of the reading and the video. Possible questions: <ul style="list-style-type: none"> • What surprised students most about the history of English? • Can anyone claim to "own" English? • What place does English have in today's world?
Partner Activity	20 Minutes	<p>*Before class: Make copies of the passages from <i>Beowulf</i> and <i>Canterbury Tales</i> and questions (on page 17).</p> <p>Students will choose a partner. Provide each pair of students with the excerpts and questions for <i>Beowulf</i> and <i>Canterbury Tales</i>.</p> <ul style="list-style-type: none"> • For 10 Minutes: Students should attempt to answer the questions in the space below the passages. • For 10 Minutes: Call on volunteers to recite the passages as accurately as possible. When students read the passage from <i>Canterbury Tales</i>, stop them to correct mispronunciations (note the phonetic version). <p><i>*Note: Students should have trouble answering the questions and reciting the passages. This is part of the value in the activity.</i></p>
Discussion	25 Minutes	Facilitate a discussion about the activity. Ask students to share their answers to the questions on the handout. Possible discussion points: <ul style="list-style-type: none"> • How confident do you feel about your answers to the questions? • How did you feel while trying to answer the questions and recite the passages? • What does this activity reveal about the nature of what is considered "standard" English (both of these texts were "standard" in their time).
Homework	Remaining time in class OR at home	<p>Students will read "Regional Dialects and Social Class" by Ronald K.S. Macaulay (<i>Language</i> 387-396) and respond to this prompt in their journals:</p> <p>Respond to Macaulay's ideas on "Standard" English. What points do you agree or disagree with? Does he bring up anything you have never considered before?</p>

Lesson 4 Handout

FIGURE 1. Questions on Two Canonical Pieces of English Literature

Beowulf

(Old English, 750–1000 AD)

1. HWÆT, WE GAR-DEna in geardagum,
2. þeodcýninga þrym gefrunon,
3. hu ða æþelingas ellen fremedon!
4. oft Scýld Scefing sceaþena þreatum,
5. monegum mægþum meodosetlaofteah,
6. egsode eorlas, syððanærest wearð
7. feasceaft funden; he þæs frofre gebad,
8. weox under wolcnum weorðmyndum þah,
9. oð þæt him æghwylc ymbsittendra
10. ofer hronrade hyran scolde,
11. gomban gyldan; þæt wæs god cýning!
12. Ðæm eafera wæs æfter cenned
13. geong in geardum, þone God sende
14. folce to frofre; fyrenðearfe ongeat,
15. þe hie ær drugon aldorleas
16. lange hwile; him þæs Liffrea,
17. wuldres Wealdend woroldare forgeaf,
18. Beowulf wæs breme—blæd wide sprang—
19. Scýldes eafera Scedelandum in.
20. Swa sceal geong guma gode gewyrcean,
21. fromum feohgiftumon fæder bearme,

Text Questions

1. Who is the main protagonist of the story?
2. From whom does the protagonist come?
3. In what kingdom does the story take place?
4. What is the role of orphans in the story?
5. Why was the king so respected?

Canterbury Tales, Geoffrey Chaucer

(Middle English, late 14th century)

1. Whan that aprill with his shoures soote
2. The droghte of march hath perced to the roote,
3. And bathed every veyne in swich licour
4. Of which vertu engendred is the flour;
5. Whan zephirus eek with his sweete breeth
6. Inspired hath in every holt and heeth
6. Tendre croppes, and the yonge sonne
8. Hath in the ram his halve cours yronne,
9. And smale foweles maken melodye,
10. That slepen al the nyght with open ye
11. (so priketh hem nature in hir corages);
12. Thanne longen folk to goon on pilgrimages

Canterbury Tales, Phonetic Version

1. Whan that Avril with his shoorez sote-eh
2. The druughth of March hath persèd toe the rote-eh,
3. And baathèd every vein in switch licoor
4. Of which vertúe engendrèd is the flure,
5. Whan Zephirus ache with his swayt-eh braith,
6. Inspeerèd hath in every holt and haith
7. The tender cropez, and the yung-eh sun-eh
8. Hath in the Ram his hal-f coorse y-run-eh,
9. And smaaleh foolez maaken melody-eh
10. That slaipen al the nicked with awpen ee-eh
11. So pricketh hem Nat-yóor in hir cooráhjez—
12. Than longen fol-k to gawn on pilgrimahjez

(Murphy, vii)

Text Questions

1. What is the season and why is this important to the story?
2. Who is Zephirus and why is this important to the story?
3. What do people wish to do in this season?
4. What is the rhyme scheme of the passage?
5. What is the tone of the passage (examples)?

Source:

White, John T. "De-centering English: Highlighting the Dynamic Nature of the English Language to Promote the Teaching of Code-Switching." *The English Journal*, Vol. 100, No. 4 (March 2011), pp. 44-49.

Lesson Five: Is There Really a “Standard” English?

Action	Time	Description
Discussion	25 Minutes	Facilitate a discussion of the Lesson 4 homework reading and journal entries. Possible discussion points: <ul style="list-style-type: none"> • Why does “Standard” English exist? • Who benefits from a “Standard” English? Does “Standard” English put anyone at a disadvantage? • How is “Standard” English spread?
Partner Activity	20 Minutes	Students will choose a partner. Give each student pair the Lesson 5 handout. Students will work with their partners to rewrite lyrics to Tupac Shakur’s “Me Against the World” in “Standard” English.
Discussion	25 Minutes	Students will take turns sharing their versions of the lyrics. Facilitate a discussion of the effect of changing the lyrics to “Standard” English. <i>Note from the lesson source to consider during discussion:</i> “Though each passage—the original and its translation—says the same thing (each has the same literal message), the original, non-Standard English passage inevitably holds far more emotional and rhetorical power regardless of audience. Shakur’s original version speaks loudest both to its intended audience (young, urban youth) as well as to... predominantly middle- and upper-middle-class white students... When discussing our different translations, students last semester said, “Ours just seems so, so . . .” “White,” chimed in a peer, adding, “It’s like the language he {the professor} would use.” A third student described the translation in the figure as “It’s like, antiseptic, boring.” Via different translations of the same text, my students experienced firsthand how meaning can be lost when we insist on a rigid form of English for making meaning.”
Homework	Remaining time in class OR at home	Students will respond to this prompt in their journals: <ul style="list-style-type: none"> • How is language tied to power? (Whose language has power, and whose doesn’t? What determines who has this power and who doesn’t?)

Lesson Source:

White, John T. “De-centering English: Highlighting the Dynamic Nature of the English Language to Promote the Teaching of Code-Switching.” *The English Journal*, Vol. 100, No. 4 (March 2011), pp. 44-49.

Lesson 5 Handout

Original Lyrics	"Standard English" Translation
Can you picture my prophecy? Stress in the city, the cops is hot for me The projects is full of bullets, the bodies is droppin' There ain't no stoppin' me Constantly movin' while makin' millions Witnessin' killin's, leavin' dead bodies in abandoned buildings Can't raise the children 'cause they're illin Addicted to killin' and the appeal from the cap peelin' Without feelin', but will they last or be blasted? Hard headed bastard Maybe he'll listen in his casket--the aftermath More bodies being buried--I'm losing my homies in a hurry They're relocating to the cemetery Got me worried, stressin, my vision's blurred The question is, will I live? No one in the world loves me I'm headed for danger, don't trust strangers Put one in the chamber whenever I'm feelin this anger Don't wanna make excuses, 'cause this is how it is What's the use unless we're shootin' no one notices the youth It's just me against the world baby	

Lesson Six: Language and Power

Action	Time	Description
Discussion	15 Minutes	Facilitate a discussion of the Lesson 5 homework journal entries.
Partner Activity	25 Minutes	<p>*Before class: Make copies of the Lesson 6 Handout on "Truth and Power" for each student.</p> <p>Students will choose a partner. Provide each student with the Lesson 6 Handout on "Truth and Power." Students will work with their partners to interpret the quotes and determine some of Foucault's views on language and power based on the excerpts.</p>
Discussion	30 Minutes	Facilitate a discussion of the "Truth and Power" handout. Ask student pairs to volunteer to read their interpretations of the quotations and share their summaries of Foucault's views on language, truth, and power. Discuss each one, and provide clarification if needed.
Homework	Remaining time in class OR at home	<p>Students will choose one of the groups that they discussed in their Lesson 5 homework journal (either a group whose language has power, or a group whose language does not have power), and respond to this prompt:</p> <ul style="list-style-type: none"> • Search online to find three examples of either a demonstration of a certain group's language power or a demonstration of a certain group's lack of language power. Describe these three examples in your journal.

Lesson 6 Handout

Quote from Foucault's "Truth and Power"	Interpretation
"What makes power hold good, what makes it accepted, is simply the fact that it doesn't only weigh on us as a force that says no, but that it traverses and produces things, it induces pleasure, forms knowledge, produces discourse. It needs to be considered as a productive network which runs through the whole social body, much more than as a negative instance whose function is repression" (119).	
"Truth is a thing of this world: it is produced only by virtue of multiple forms of constraint. And it induces regular effects of power. Each society has its regime of truth, its 'general politics' of truth: that is, the types of discourse which it accepts and makes function as true; the mechanisms and instances which enable one to distinguish true and false statements, the means by which each is sanctioned; the techniques and procedures accorded value in the acquisition of truth; the status of those who are charged with saying what counts as true" (131).	
"'Truth' is to be understood as a system of ordered procedures for the production, regulation, distribution, circulation and operation of statements" (133).	
"The problem is not changing people's consciousnesses--or what's in their heads--but the political, economic, institutional regime of the production of truth" (133).	
"It's not a matter of emancipating truth from every system of power (which would be a chimera, for truth is already power) but of detaching the power of truth from the forms of hegemony, social, economic and cultural, within which it operates at the present time" (133)	

Based on the excerpts above, summarize Foucault's views on language, truth, and power:

Lesson Seven: Language and Action (Speech Acts and Performance of Identity)

Action	Time	Description
Free Write	10 Minutes	<p>Students will respond to this prompt in their journals:</p> <ul style="list-style-type: none"> In “How to Do Things with Words,” J.L. Austin asserts that sentences are not solely descriptive--that often, a sentence is in itself an action, or as he calls it, a “performative” (example: “I take Jenny to be my lawfully wedded wife.”). However, simply saying or writing the words is not enough--the words must be accompanied by action and context. For example, if, in my living room, I said to my cat, “I take you, Sam, to be my lawfully wedded husband,” the “performance” would not be complete, since I am not saying the words to another human who has the capacity to agree to its terms, I am not in the presence of a priest and witnesses, etc. <ul style="list-style-type: none"> List as many “performative” words and phrases as you can. How do we “do” things with words? <p>Set a timer and write with students.</p>
Discussion	10 Minutes	<p>Ask students to share their ideas about “performative” words and phrases. Toward the end of the discussion, bring up this point (if a student has not already):</p> <ul style="list-style-type: none"> Aren’t we “doing” something every time we speak? Some theorists suggest that we are always “performing” ourselves with language.
Group Activity	30 Minutes	<p>Place students into groups of three. Students will write a 2-3 minute dialogue in which each student will attempt to perform a specific aspect of his or her identity without naming the identity trait outright. Tell students that other members of the class will attempt to identify the identity trait that each person conveys with his or her language.</p> <p>For Example:</p> <ul style="list-style-type: none"> A student might say in the dialogue, “Oh, God bless your heart! I’ll pray for you.” What part of his or her identity is the person performing? (Christian).
Performance	30 Minutes	<p>Students will take turns performing their dialogues. Students in the class will suggest what kind of identity each person conveys with his or her language.</p>
Homework	Remaining time in class OR at home	<p>Students will respond to this prompt in their journals:</p> <ul style="list-style-type: none"> Reflect on the “identity performances” in class today. Are you always aware of what identity you are performing with language, or is it something you have never really considered? Are there any situations in which others might misinterpret your identity because of language?

Lesson Eight: Phatic Communication and Face Work (Or, What Are You REALLY Doing When You Post a Selfie?)

Action	Time	Description
Lecture	20 Minutes	Lecture on Malinowski's "Phatic Communication" and Goffman's "Face." Students should copy down notes in their journals. See Lesson 8 Lecture Notes (on page 24).
Partner Discussion	10 Minutes	Students will choose a partner and brainstorm several examples of "face-saving maneuvers."
Discussion	10 Minutes	Ask student pairs to share examples of face-saving maneuvers. Ask students to provide appropriate context for each maneuver and describe how it might play out. Ask them to start thinking about how they use face-saving maneuvers in their own daily interactions (they will write about this in journals for homework).
Silent Reading	25 Minutes	<p>Students will log on to computers and go to this website to read Bernhard Isopp's blog post titled "The Proliferation of Phatic Communication, Or, of Cats and Ice Cream": http://hearsayandbacktalk.com/2013/02/11/the-proliferation-of-phatic-communication-or-of-cats-and-ice-cream/</p> <p>Students should read the post carefully, following links that Isopp presents throughout the article for more information.</p>
Journal Entry	10 Minutes	<p>After reading Isopp's blog post, students should respond to these questions in their journals:</p> <ul style="list-style-type: none"> -What is one of Isopp's claims in this article about phatic communication? Provide at least one quotation to support your answer. -What is Isopp's tone in this article? Provide at least one quotation to support your answer. -Explain why you agree or disagree with one of Isopp's points.
Homework	Remaining time in class OR at home	<p>Students will respond to this prompt in their journals:</p> <ul style="list-style-type: none"> • For the next 24 hours, try to notice what kinds of face-saving maneuvers you make in your daily interactions. Write about about least two that you notice (either saving your own face or someone else's).

Lesson Eight Lecture Notes

Phatic Communication

- Theorist Bronislaw Malinowski addresses the issue of small talk in "On Phatic Communication."
- When two people first encounter each other, they may break the silence with some kind of greeting to "establish links of fellowship" (297). The conversation that follows is often shallow and "purposeless," containing "personal accounts of the speaker's views and life history, to which the hearer listens under some restraint and with slightly veiled impatience, waiting till his own turn arrives to speak" (297).
- He calls this type of language use "phatic communication--a type of speech in which ties of union are created by a mere exchange of words" (297).
- How does this concept relate to social media? Could any of the examples students discussed at the beginning of class be called "phatic communication?"

Face

- Theorist Erving Goffman's discussion of "face" reveals another one of the "games we play" with each other as part of communication.
- We are expected to know the rules of language and abide by them--as Goffman puts it, "by entering a situation in which [a person] is given a face to maintain, a person takes on the responsibility of standing guard over the flow of events as they pass" (301).
- We must keep watch and adjust course appropriately if we notice that a situation has the potential to disturb the consistency of our "face." We are also expected to not only maintain our own faces, but to be considerate of others and act collaboratively to maintain the faces of all participants ("save face").
- Goffman writes, "The person who can witness another's humiliation and unfeelingly retain a cool countenance himself is said in our society to be 'heartless'" (301).
- When we see our face or another's face being threatened, we may perform a "Face Saving Maneuver." (We say "Excuse me" to save our own faces when we think we may be disturbing others, or we may laugh at a joke we don't think is funny to save someone else's face (save them the embarrassment of telling a joke that gets no laughs).

Lesson Nine: Final Project

Action	Time	Description
Introduction to Final Project	15 Minutes	<p>*Before class: Make copies of the Final Project handout for each student (on page 26).</p> <p>Explain options for final projects and requirements to students. Answer any questions they have regarding their options.</p>
Independent Work	Teacher Discretion	Allow students time in class to work on their final projects--this could be one day or several days, depending on how much time you would like for them to spend working outside of class.
Conference	Teacher Discretion	While students are working on final projects, conference with them individually about their work to review their progress, provide feedback, and answer questions.

Final Project Handout

First, choose one of the following tasks for the final project.

1	Write a 4-5 page language autobiography. In your autobiography, explain the language/dialect history of your family and what kind of language/dialects you identify with, as well as specific examples of language (words, phrases, accents) that are important to you.
2	Choose one of the language theorists we discussed in class (or choose a new theorist that you are interested in), and write a 4-5 page research paper on that person and his or her ideas. Your paper must incorporate at least three outside sources.
3	Generate a research question of your own regarding language, and write a 4-5 page paper on that question, incorporating at least three outside sources. Your question must be pre-approved by the teacher.

After you have completed your project, you will make a brief (five-to-ten minute) presentation to the class. In your presentation, you should:

- Explain why you chose the topic you did
- Provide a brief explanation of your work
- Read an excerpt of your writing (at least half a page and no more than two pages)

Lesson 10: Final Project Presentations and Reflection

Action	Time	Description
Presentations	5-10 Minutes Each	<p>Students will present information about their final projects to the class. In their presentations, students should:</p> <ul style="list-style-type: none"> • Explain why they chose the topic they did • Provide a brief explanation of their work • Read an excerpt of their writing (at least half a page and no more than two pages) <p>Listen to presentations and grade students on required information. Ask questions after, and invite students to ask questions as well.</p>
Reflection	Remaining time in class OR at home	<p>In this final journal entry, students should reflect on what they have learned in this unit. Some possible topics to address:</p> <ul style="list-style-type: none"> -Explain something you learned in this unit that has changed the way you think about language. -Explain the most interesting thing you learned in this unit. -Explain how something you learned in this unit will make you a better writer or communicator.