ANNOTATED BIBLIOGRAPHY ENTRY EXAMPLE

Genre: literacy narrative

Anzaldua, Gloria. “How to Tame a Wild Tongue.” *Borderlands/La Frontera: The New Mestiza* (1987), 4th ed., Aunt Lute Books, 2012, pp. 75-86.

In “How to Tame a Wild Tongue,” Gloria Anzaldua argues that a person’s identity is deeply entangled with the language she uses. She writes, “So if you want to really hurt me, talk badly about my language,” indicating that her language is a fundamental part of who she is (33). By making this bold claim, she is able to ultimately argue that it is violent (on both personal and wider cultural-political levels) to silence and suppress a person’s native tongue. Though Anzaldua’s literacy narrative is rooted in details specific to her own Chicana experience which she calls a “border identity”, straddling various linguistic and geographic borders (at one point, she makes a list of the eight different languages she uses, a hybrid of Tex-Mex, English, and Spanish and indigenous dialects), she extends her argument to include all people of color in the United States who do not speak “standard English.” She makes an implicit argument that formal schools need to include a wider range of voices, which include voices of people who are not dead, white, and male. Because of this academic concern, it seems like the audiences she is working to persuade first and foremost(her primary audience) – are university students and fellow academics. This literacy narrative appears in *Borderlands/La Frontera: The New Mestiza* (1987), which is a hybrid book of theory, literature, and social activism. But by employing descriptive anecdotes, like the one at the dentist office where she describes graphically how the dentist removes her teeth, Anzaldua tries to make her argument felt by people who might not be Chicana. Her decision to include Spanish within her mainly English prose might furthermore perform for native English speakers the linguistic frustrations she had to go through.