

Spring 2020 Contingency Plan

Name: **Patrick Corbett**

Substitute name: **Robert Lestón**

Spring 2020 courses: **ENG 1161-D516 (#52530)**

Online instructional tools being used:

OpenLab

(https://openlab.citytech.cuny.edu/groups/eng1161_d516_corbett_spring2020/)

Google Drive

(<https://drive.google.com/drive/folders/1o8D9VCYc4KtU5tnqz9qlODF9pRMiOZya?usp=sharing>)

How to access online platforms:

The OpenLab site is open to the City Tech community and does not require special access. Robert Lestón has administrative access.

The Google Drive space is open to view by anyone with the above link.

Student communication tools being used:

By group email at the following--

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Grading Scheme:

Analytical point-based system. All assignments except final exam have been assigned.

How to access grades:

Detailed grade reports can be found in the Google Drive under this file name --

ENG1161_D516_Corbett_Gradekeeper - Updated Grade File

FIRST DAY OF CLASS – ORIENTATION

Day #1 – Tuesday – 1/28/20120

Objectives

- Orient students to the tools, systems, and expectations of the course.
- Begin building rapport with students and establish community.
- Get first glimpse of students' thoughts on language for baseline data.

Activity Schedule

1. Take Role (10)
2. Welcome! (5)
3. Witches and Villagers (25)
4. Media Release/UW Policy/Drive Sign-Up (5)
5. Syllabus (15)
6. Homework and reading handout (10)
7. Questions (5)

Upcoming

- An Instinct to Acquire an Art (Pinker) and Ch. 1.1/1.2 notes due on Thursday.
- Google Forms assignments due on Thursday.
- Accept Google Drive invitation today.
- 5th edition of the book is the one you want.

WITCHES AND VILLAGERS

Demonstrate the power of naming in a tangible way

- Exercise in the role that language plays, not just in thinking, but in socialization, and community formation.
- Everyone will get a secret designation – a villager or a witch.
- You must organized yourself into groups of at least two people.
- Any group of villagers with a witch in dies.
- Any group of all witches dies.
- So, the only way for villagers to win is to discover all the witches.
- The only way for a witch to win is to stay hidden among the villagers.

What have you learned? About language? About human behavior? About the connection between the two?

Villagers and Witches – Demonstrate the power that language has to guide our assumptions and the behaviors that the assumptions drive.

- Students move to front of room.
- Call each student over and tell them if they are a villager or a witch.
- Explain to students that no witch is allowed to reveal themselves – instant death.
- The village must find and reveal the witches for redemption.
- Explain that the village must divide themselves into groups. No group may contain a witch or their houses get burned to the ground.

“Triumph”

Wu-Tang Clan (1997)

....

[Inspectah Deck]

I bomb atomically, Socrates' philosophies
and hypothesis can't define how I be droppin these
mockeries, lyrically perform armed robbery
Flee with the lottery, possibly they spotted me
Battle-scarred shogun, explosion when my pen hits
tremendous, ultra-violet shine blind forensics
I inspect you, through the future see millenium
Killa B's sold fifty gold sixty platinum
Shacklin the masses with drastic rap tactics
Graphic displays melt the steel like blacksmiths
Black Wu jackets queen B's ease the guns in
Rumble with patrolmen, tear gas laced the function
Heads by the score take flight incite a war
Chicks hit the floor, diehard fans demand more
Behold the bold soldier, control the globe slowly
Proceeds to blow swingin swords like Shinobi
Stomp grounds and pound footprints in solid rock
Wu got it locked, performin live on your hottest block

....

LANGUAGE AS A TECHNICAL AND CULTURAL SYSTEM WITH POLITICAL IMPLICATIONS

Day #3 - Tuesday - 2/4/2019

Objectives

- Provide students with an overview of the role of language in society.
- Show how language reveals the belief systems and ideology of users.
- Demonstrate the power of naming in a tangible way.
- Quiz how well students are reading and how closely.

Activity Schedule

1. Take Role (5)
2. Grades Discussion (15)
3. Questions (5)
4. Quiz (15)
5. Review Ch. 1.1 and 1.2 with instructor notes (15)
6. Play "Villager and Witch" game (15)
7. Discuss "Villager and Witch" game (10)
8. Hand back quizzes from 1/30 (5)

Upcoming

- First week's readings on Drive; who still needs to acquire 5th ed of book?
- Google Forms can still be finished for credit.
- Next week, Dialect Survey assigned - 5 to 6 hours to complete.
- Reviewing calendar this week - will revise and give you copies .

Notes 1.1 & 1.2

- We only notice language when something goes wrong, or we have a lot at stake (e.g., a contract).
- Language is a system with political, technical, and cultural dimensions.
- Language lets you do things in the world.
- Language choices reveal the users' belief systems (e.g., calling someone a whistleblower or patriot vs. a traitor).
- Calling something "terrorism" links it to specific associations and compels certain social behaviors, legal actions, etc.
- The act of labeling or naming something is an act in the exercise of power.
- Language reveals our gaps in understanding of something.
- Conscious engagement with language is necessary to understand its connection to the wielding of power, being persuasive, or understanding how people live together.
- Facets of language
 - Semantics – word meaning
 - Syntax – word order
 - Phonetics/Morphology/Phonology – components of words and sounds

Studying language can reveal (4):

- How our brains understand and process language
- How we learn languages and the optimal methods for teaching them
- How social factors affect language use
- How it might be possible to have a realistic conversation with a computer (Turing Test)
- What is distinctive among various genres of writing or speech
- How people in different cultures use language to accomplish work
- Whether someone's voice or writing belongs to them or another
- The structure of non-verbal languages

Gucci Gang
Lil Pump (2017)

Gucci Gang, ooh, yeah, Lil Pump, yeah, Gucci Gang,

Gucci gang, Gucci gang, Gucci gang, Gucci gang
Gucci gang, Gucci gang, Gucci gang (Gucci gang!)

Spend ten racks on a new chain

My bitch love do cocaine, ooh

I fuck a bitch, I forgot her name

I can't buy a bitch no wedding ring

Rather go and buy Balmains

Gucci gang, Gucci gang, Gucci gang (Gucci gang!)

Gucci gang, Gucci gang, Gucci gang, Gucci gang

Gucci gang, Gucci gang, Gucci gang (Gucci gang!)

Spend ten racks on a new chain

My bitch love do cocaine, ooh

I fuck a bitch, I forgot her name, yeah

I can't buy no bitch no wedding ring

Rather go and buy Balmains, aye

Gucci gang, Gucci gang, Gucci gang

My lean cost more than your rent, ooh

Your mama still live in a tent, yeah

Still slanging dope in the jets

Me and my grandma take meds, ooh

None of this shit be new to me

Fucking my teacher, call it tutory

Bought some red bottoms, cost hella Gs

Fuck your airline, fuck your company

Bitch, your breath smell like some cigarettes

I'd rather fuck a bitch from the projects

They kicked me out the plane off a Percocet

Now Lil Pump fly a private jet

Everybody screaming "fuck West Jet!"

Lil Pump still sell that meth

Hunnid on my wrist sippin on Tech

Fuck a lil bitch, make her pussy wet

Gucci gang, Gucci gang, Gucci gang, Gucci gang
Gucci gang, Gucci gang, Gucci gang (Gucci gang!)

Spend ten racks on a new chain

My bitch love do cocaine, ooh

I fuck a bitch, I forgot her name

I can't buy a bitch no wedding ring

Rather go and buy Balmains

Gucci gang, Gucci gang, Gucci gang (Gucci gang!)

Gucci gang, Gucci gang, Gucci gang, Gucci gang

Gucci gang, Gucci gang, Gucci gang (Gucci gang!)

Spend ten racks on a new chain

My bitch love do cocaine, ooh

I fuck a bitch, I forgot her name

I can't buy no bitch no wedding ring

Rather go and buy Balmains, aye

Gucci gang, Gucci gang, Gucci gang

Lil Pump, yeah, Lil Pump, ooh

<https://www.youtube.com/watch?v=4LfJnj66HVQ>

LANGUAGE AS A TECHNICAL AND CULTURAL SYSTEM WITH POLITICAL IMPLICATIONS

Day #3 – Tuesday – 2/4/2019

Objectives

- Provide students with an overview of the role of language in society.
- Show how the study of language reveals power structures in society.
- Demonstrate the power of naming in a tangible way – political correctness.
- Quiz how well students are reading and how closely.

Activity Schedule

1. Take Role (5)
2. Questions (5) – NO ID COURSE CREDIT
3. Quiz on 1.1, 1.2, 1.6, 1.7(15)
4. Watch – [Triumph by Wu-Tang Clan](#) (6:30)
5. Watch – [Gucci Gang by Lil Pump](#) (2:30)
6. Watch – [Lenny Bruce – To Come is a Verb](#)
7. Review Ch. 1.1, 1.2, 1.6 & 1.7 with instructor notes (15)
8. Grade sheets and quiz handback (20)

Upcoming

- Ch 1 is on Drive; who hasn't acquired 5th ed. of book yet?
- Google Forms assignments are late, but you can still get credit for completing them.
- First grade discussion on Wednesday.
- Reviewing calendar this week – will revise and give you copies .

Helpful Readings

<https://qz.com/886552/a-linguist-explains-how-the-far-right-hijacked-political-correctness/>

Notes on 1.1 & 1.2 – Why study language?

- We only notice language when something goes wrong, or we have a lot at stake (e.g., a contract).
- Language is a system with political, technical, and cultural dimensions.
- Language lets you do things in the world.
- Language is always changing – and often changes faster than society can keep up with it.
- Language choices reveal the users' belief systems (e.g., calling someone a whistleblower or patriot vs. a traitor).
- Calling something "terrorism" links it to specific associations and compels certain social behaviors, legal actions, etc. – it invokes networks, systems, hierarchies, and allegiances.
- The act of labeling or naming something is an act in the exercise of power.
- Language reveals our gaps in understanding of something.
- Conscious engagement with language is necessary to understand its connection to the wielding of power, being persuasive, or understanding how people live together.
- Facets of language
 - Semantics – word meaning
 - Syntax – word order
 - Phonetics/Morphology/Phonology – components of words and sounds

Studying language can reveal (4):

- How our brains understand and process language
- How we learn languages and the optimal methods for teaching them
- How social factors affect language use
- How it might be possible to have a realistic conversation with a computer (Turing Test)
- What is distinctive among various genres of writing or speech
- How people in different cultures use language to accomplish work
- Whether someone's voice or writing belongs to them or another
- The structure of non-verbal languages

Notes on 1.6 -- Political correctness a.k.a. "language reform"

- In response to sexist and discriminatory practices against women, minorities, cultural minorities, the disabled, and people with non-normative identities and practices.
- A contested term – in what it means, how it is used, and to what ends.
- People who resist 'political correctness'
 - See language reform as politicizing something that is ideologically neutral (it isn't).
 - People resist language reform as interfering with their own agency.

- People don't like being told what to do with language (psychological reactance).
 - Imposition of unwarranted authority
 - Seen as breaching freedom of speech and thought
 - Being told their speech has meaning they haven't considered.
- Speech treated as trivial or frivolous
- Associated with regulating speech in public institutions – no platforming; trigger warnings; safe spaces

Prescriptivism

- Standardizing prescriptivism – enforce standard usage
- Stylistic prescriptivism – distinguish between points of style
- Restorative prescriptivism – restore earlier usages
- Politically responsive prescriptivism – promote inclusive, non-discriminatory, or “politically correct” usages

An Unusual Way of Speaking, Yoda Has

Hmmm?

Carlo Allegri / Reuters

DEC 18, 2015

When Luke Skywalker first encounters Yoda, it's on a swampy planet in *The Empire Strikes Back*. At first, Luke doesn't realize the long-eared, wrinkly green creature is, in fact, the one he's seeking.

"I'm looking for someone," Luke says.

"Looking?" Yoda replies. "Found someone, you have, I would say, hmm?"

There's a narrative effect to the way Yoda speaks. To an English speaker, anyway, the way he orders his sentences sounds vaguely riddle-like, which adds to his mystique.

But what's actually going on with Yoda, linguistically?

First, let's examine how Yoda *doesn't* speak. Many of the world's most-spoken languages—English, Mandarin—are built around constructions that go subject-verb-object. An example would be: Yoda grasped the lightsaber.

Another common construction, and one you'd find more commonly among speakers of Japanese, Albanian, and many other languages, goes subject-object-verb: Yoda the lightsaber grasped. More rare is a verb-subject-object construction, but that's how people who speak Hawaiian and some Celtic languages do it: Grasped Yoda the lightsaber.

Even more unusual is the way Yoda famously speaks, ordering his sentences object-subject-verb, or OSV: The lightsaber Yoda grasped. Or, to use an example from an actual Yoda utterance: "Much to learn, you still have."

"This is a clever device for making him seem very alien," said Geoff Pullum, a professor of linguistics at the University of Edinburgh. "You have to do some work to realize that his, 'Much to learn, you still have,' means 'You still have much to learn.'"

There are other fictional examples of characters who speak like Yoda. Bowyer, from the 1996 Super Nintendo game, *Super Mario RPG: Legend of the Seven Stars*, [says](#) things like, "Fun this is, yes?" and "Disturb me, you must not! Practicing I am." But what about in the real world?

"Surprisingly, there are a very few languages—it seems to be in single digits—that use OSV as their basic or normal order," Pullum told me. "As far as I know, they occur only in the area of Amazonia in Brazil: they are South American Indian languages. One well-described case is a language called Nadëb."

Looking more closely at how Yoda speaks, it's not always object-subject-verb, but sometimes a construction Pullum once referred to as XSV, the "X" being a stand-in for whatever chunk of the sentence goes with the verb, even if it's not an object. So, for example: "Truly wonderful, the mind of a child is," as Yoda says in *Episode II: Attack of the Clones*. Truly wonderful, in that case, is the "X." Pullum, in a blog post in 2005, called this construction "fantastically rare" in the real world.

“The curious feature of Yoda’s syntax that some linguists have commented on is that, although it is by no means consistent, he seems to speak as if he thinks OSV [or XSV] is normal,” Pullum told me. “In fact, he generalizes it, favoring the beginning of the sentence for various modifiers and complements that English syntax would normally leave till the end of the clause.”

Consider for example: “When 900 years old you reach, look as good, you will not.” But then there are other facets of Yoda-speak, times when he leaves auxiliary verbs—various forms of be, do, and have—dangling, as he does in a phrase like, “Lost a planet, Master Obi-Wan has.”

And then there are the times when Yoda speaks in regular old subject-verb-object constructions. (“A Jedi must have the deepest commitment, the most serious mind.”) Pullum says these inconsistencies make for an “odd mix,” though others have been less forgiving. [Writing for *The New Yorker*](#) in 2005, Anthony Lane had this to say of Yoda’s “screwy” syntax: “Break me a fucking give.”

A funny line, timing-wise, but, as the linguist Mark Liberman pointed out at the time, not actually all that Yoda-esque. (“A fucking break, give me,” was one more Yoda-ish alternative offered in [a blog post](#) Liberman wrote on the subject at the time.)

Looking more closely at Yoda, and particularly at his dialogue in *Episode III: Revenge of the Sith*, further confused Liberman, who analyzed dozens of Yoda’s lines in the film. “A bit of empirical investigation has left me more puzzled about Yoda’s syntax than I was before,” he wrote. (Most perplexing, he said, was an example of a fronted element—the sort of clause that you might bring to the start of a sentence for emphasis—found between the subject and predicate: “That group back there, soon discovered will be.”) Liberman has said it would take a larger dataset to fully analyze Yoda-speak, but he won’t get it from the latest film (spoiler alert): Yoda’s a no-show.

Yoda-speak gets even more confusing, to me anyway, when you try to translate it from English. In Estonian versions of the films, according to [one fascinating Reddit thread](#) about linguistics, Yoda retains the word order used in English versions. “This is grammatical in Estonian, but does make it seem as though Yoda is constantly stressing the object phrase as the main point of his statements,” according to one commenter. “This gives his speech an unusual quality.” But in Czech translations, rather than speaking in his general object-subject-verb manner, Yoda apparently speaks in subject-object-verb (like in Japanese).

Really, though, Yoda was written for an English-speaking audience. And, as James Harbeck pointed out in [an article for *The Week*](#) last year, there are plenty of examples from popular literature that sound just as offbeat syntactically as Yoda, even if they’re not identical in construction. There’s Walt Whitman (“Ever-returning spring, trinity sure to me you bring”), and Shakespeare (“For them the gracious Duncan have I murdered”), and whoever wrote the lyrics to “The Little Drummer Boy” (“Come, they told me, the newborn king to see”). “These sentences remind us of Yoda-style things we can do in poetry and other stylized forms,” Harbeck wrote. “And that’s the thing about Yoda-speak: We understand it. It is comprehensible English because it is written by English speakers, for English speakers, using things you can do in English.”

To appreciate Yoda, maybe it’s best to abandon one’s grammatical senses altogether—or, you know, “unlearn what you have learned.” Like the little guy says, “Do. Or do not. There is no try.”

- The kind of question likely to be found on an exam – explain what language is using the definitions you have encountered, its component processes and systems, and how it is used by those who possess it (who are they anyway?). Two paragraphs should suffice.
- Tuesday you will receive your first project assignment. A dialect survey—you will be collecting some data for this. Don't despair, it is easy enough.
- Read Ch. 1.4, Yoda, and skim 1.5 – Quiz on 1.4
- Quizzes due beginning of class – once I collect them, that is it. No late quizzes.

LANGUAGE DEFINED AS A SYSTEM

Day #4 – Thursday – 2/6/2019

Notes

Language as a “rule-governed system” of component processes that exist in relationships that vary in empirically definable ways:

- Phonology – building blocks of sounds
- Morphology – changing plurals, root words, suffixes, prefixes
- Syntax – How words go together to make sentences
- Semantics – How words take meaning
- Lexicon – The vocabulary of a language

Modality – the particular way in which language is expressed or experienced (i.e., writing, sign language, vocal)

“A put kgwax blew.”

Different modalities of communication – e.g. verbal, written, pictorial/iconographic, body movements, tonal

Descriptive grammar – observed rules and codes of natural language production

Prescriptive grammar – guiding principles of style and language use – the social norms of effective communication

1. Language is generative – it can be used to create novel meanings, abstractions, and evoke certain thoughts/feelings for which no words yet exist.
2. What varieties (accents/dialects) of a language are “correct” or “standard” has nothing to do with which are better – its about structuring power.
3. Dictionaries are created by lexicographers. These artifacts catalog words that come into being after the fact. They don't arbitrate language.

Grammar – the codes that structure a language

- Competence – to have knowledge of a grammar (grammatical fluency)
- Performance – how that grammar is actually used – what people actually do with language and what we pay attention to as having meaning.

Communicative competence – knowledge of the rules of social relationships, taboos, and other cultural/social conventions (cultural fluency). A.k.a. what do people do and what do they find to be acceptable in communication.

Recursivity – Hard to explain, but think of it as a system where grammar is not a closed system, but a set of building blocks that can be expanded to the point where only time and attention limit it.

X-Bar theory -- <https://kevinbinz.com/2017/10/02/x-bar-theory/>

Language can (Crystal, 2005):

• Express emotion	• Express rapport
• Express sounds	• Play
• Control reality	• Record facts
• Express thought processes	• Express identity
• Meet technological demands	•

THE RULES OF LANGUAGE

Day #5 – Tuesday – 2/11/2020

Objectives

- Explain the rules of language description and prescription.
- Provide students with examples of the rules and their violation.
- Assignment #1 orientation.

Activity Schedule

1. Take role and collect quizzes (5)
2. Questions and upcoming (5)
3. Quiz – Ch. 1.4 take-home quiz – no late (5)
4. Review Ch. 1.4 (25) –
 - a. “Language regard” – https://english.okstate.edu/images/Preston_2011b.pdf (5)
 - b. TED Animation “[Does Grammar Matter](#)” on Prescriptivism vs. Descriptivism (5)
 - c. Gucci Gang explanation --
https://www.reddit.com/r/copyypasta/comments/7o87rq/gucci_gang_gucci_gang_gucci_gang_gucci_gang_gucci/ (5)
 - d. “Yoda Speak” article (5)
 - e. Watch – [Elementary G. Yamazawa NPS 2014 Finals](#) (3:00)
 - f. Question – How do we answer the question of who makes the rules of language and why? (7)
5. Assignment #1 and questions - 30

Upcoming

- Quizzes are representative of the kinds of questions you will be asked on the midterm exam (TH, 3/26).
- Assignment #1 representative of the kind of question you will be asked on the final exam.
- Calendar V3 is out.
- Quizzes are due when they are due – no make ups, there is no late policy, no exceptions. Assignments and tests have a late policy. It is reasonable and in the syllabus.

THE RULES OF LANGUAGE

Day #5 – Tuesday – 2/11/2020

Notes

- Change in language is a fundamental aspect of language.
- “Language regard” – the range of opinions and underlying beliefs that people have with respect to language (10).
 - People hold these beliefs very closely and invest a significant amount of time and other resources to support and spread them.
 - Focus on what language “should” and “shouldn’t” be according to their own sense of “rules”
- Linguists and lexicographers believe “meaning is determined by use” (11).
 - Description – describing what people do with language (11).
 - Acknowledges change, looks at the building codes of language, seeks to understand the system.
 - Rules determined by systematic study of empirical evidence of use.
 - Prescription – claiming that certain usages are “incorrect” or “improper” regardless of actual usage (11).
 - Believes in correct/incorrect language, that language can be “broken,” rooted in cultural conflict and disapproval.
 - Rules determined by speech communities according to class hierarchies and power relationships – e.g. people with status and resources to dominate/punish others.

CHAPTER 1 REVIEW & INTRODUCTION TO POWER & IDEOLOGY

Day #6 – Thursday – 2/13/2020

Objectives

- Respond to questions about dialect survey.
- Solicit student input on the concepts of Chapter 1.
- Begin discussion
- Assignment #1 orientation.

Activity Schedule

1. Take role and collect Ch. 1.4 quizzes (5)
2. Return quizzes and discuss grades (15)
 - a. Read exemplar answers
 - b. Assignment #1 deadline
 - c. Grade breakdown
 - d. Thoughts on grades
3. Questions about Assignment #1 (10)
4. Small group exercise (30)
 - a. What concepts that we have talked about so far (including Ch. 1) might be on the midterm exam?
 - b. What questions or observations do you have about language so far?
5. Power introduction --
https://www.ted.com/talks/eric_liu_how_to_understand_power/transcript?language=en#t-410554

Upcoming

- Assignment #1 is due on next Thursday. Make up 10 questions is due by Tuesday.
- Calendar V3 is out – When is the midterm exam? You should be actively developing your notes.
- My office hours are 90% former students.

POWER

Day #6 – Thursday – 2/13/2020

Notes

- The entwining of language and power is not straightforward, but it is 100% real.
 - Ex. Privileged dialects, specialist vocabularies – some people's words count far more than others and who those people are change depending on social and cultural context.
 - Code switching
- Regulation of speech – from 1st Amendment (which does not mean you get to say what you want without consequence) to social regulation (who has power).
- Authoritative vs. peer discourse communities
- “Symbolic power” – power afforded by use of symbols (and eloquence) and other characteristics rather than position in an institution or carrying a weapon.

NOTES – CHAPTER 2.1-2.4, PART I

Day #7 – Tuesday – 2/18/2020 (No class last Monday, out last Wednesday)

Objectives

- Discuss signs, signifiers, and signifieds.
- Discuss linguistic determinism, Sapir-Whorf, and framing/conceptual metaphor.

Activity Schedule

1. Take Role (5)
2. "Powerful" <https://www.youtube.com/watch?v=o6b9jpBFjd4>
3. Questions about Assignment #1 (10)
4. The Ideology of Cartoons:
https://www.ted.com/talks/juan_sklar_la_ideologia_de_los_dibujos_animados/transcript?language=en (15)
5. Major Lazer (15)
6. Responding to midterm question (40)
7. Review of icon sheet (30)

Upcoming

- Take home quizzes on Ch. 2 on Thursday – due Tuesday.
- Assignment #1 due on Thursday.
- New grade reports next week.

NOTES – CHAPTER 2.1-2.4

Day #7 – Tuesday – 2/25/2019 (No class last Monday, out last Wednesday)

Notes

- Need to be able to study meaning at the level of words and at the level of choices of words in sentences.
- Language is a representation of reality.
- Saussurian semiotics:

Concept (signified) – the thought image in our head

Sign

Sound (signifier) – The object or concept being referenced

- Concept → Sound pattern **NOT** Thinking → Name
- The connection between a word and its meaning is arbitrary and unmotivated

How can we model the distinction between what someone is thinking and the way they communicate that thought? What concepts need to be included? What is their relationship to each other? In what context(s) are these concepts understood? Why is this important?

- Langue and parole in “langage”?
 - Langue – competence-system
 - Parole – performance
 - The relationship between langue and parole is what is important
- Sign – signifier/signified
- Signs need other signs to have meaning – the value is created through its relative position to other signs.

Synchronic – fixed at a particular point in time

Diachronic – over a period of time (from one point to another)

Language is a system that is constantly changing.

Linguistic diversity – the building codes of language vary

The Given-New contract

Language influences how we think:

- Sapir-Whorf Hypothesis – the language we speak influences how we think
- Linguistic determinism – the language you speak determines how you think
- “systemic default bias in their habitual response tendencies”
- We are generally unaware of habits.

Ideology – what is important vs. what is less important

Our own beliefs are normalized, natural, and obvious – opaque

Ideologies are like filters – changing the way things are represented

“Framing” – how we use language to shape thinking.

Conceptual metaphor – argument is war vs. argument is a garden

NOTES – CHAPTER 2.1-2.4, PART II

Day #8 – Thursday – 2/20/2020

Objectives

- Discuss signs, signifiers, and signifieds.
- Discuss linguistic determinism, Sapir-Whorf, and framing/conceptual metaphor.
- Critical analysis of ideology.

Activity Schedule

1. Take Role (5)
2. Assignment #1 (5)
3. Review of Icon Sheet (30)
4. The Ideology of Cartoons:
https://www.ted.com/talks/juan_sklar_la_ideologia_de_los_dibujos_animados/transcript?language=en (15)
5. Rick and Morty (5)
6. Ideology critical analysis (10)

Upcoming

- Quizzes on Ch. 2 on Tuesday.
- Assignment #1 grading over weekend.
- New grade reports next week.

NOTES – CHAPTER 2.1-2.4 PART II

Day #7 – Thursday – 2/20/2020

Notes

- Need to be able to study meaning at the level of words and at the level of choices of words in sentences.
- Language is a representation of reality.
- Saussurian semiotics:

Concept (signified) – the thought image in our head

Sign

Sound (signifier) – The object or concept being referenced

- Concept → Sound pattern **NOT** Thinking → Name
- The connection between a word and its meaning is arbitrary and unmotivated

How can we model the distinction between what someone is thinking and the way they communicate that thought? What concepts need to be included? What is their relationship to each other? In what context(s) are these concepts understood? Why is this important?

- Langue and parole in “language”?
 - Langue – competence-system
 - Parole – performance
 - The relationship between langue and parole is what is important
- Sign – signifier/signified
- Signs need other signs to have meaning – the value is created through its relative position to other signs.

Synchronic – fixed at a particular point in time

Diachronic – over a period of time (from one point to another)

Language is a system that is constantly changing.

Linguistic diversity – the building codes of language vary

The Given-New contract

Language influences how we think:

- Sapir-Whorf Hypothesis – the language we speak influences how we think
- Linguistic determinism – the language you speak determines how you think
- “systemic default bias in their habitual response tendencies”
- We are generally unaware of habits.

Ideology – what is important vs. what is less important

Our own beliefs are normalized, natural, and obvious – opaque

Ideologies are like filters – changing the way things are represented

“Framing” – how we use language to shape thinking.

Conceptual metaphor – argument is war vs. argument is a garden

CHAPTER 1 AND 2 REVIEW

Day #9 – Tuesday – 2/25/2020

Objectives

- Discuss signs, signifiers, and signifieds.
- Discuss linguistic determinism, Sapir-Whorf, and framing/conceptual metaphor.
- Prepare for midterm exam – Ch. 1 & 2 review.

Activity Schedule

1. Small group selection (5)
2. Take Role & Questions (5)
3. Hand back quizzes (5)
4. Review of review quizzes (20)
5. Quiz #1 (20)
6. Quiz #2 (20)
- 7.

Upcoming

- I can tell who read carefully and took notes, who read carefully but didn't take notes, who didn't read carefully, and who didn't read at all.

NOTES – CHAPTER 2.1-2.4 PART II

Day #9 – Tuesday – 2/25/2020

Notes

- Need to be able to study meaning at the level of words and at the level of choices of words in sentences.
- Language is a representation of reality.
- Saussurian semiotics:

Concept (signified) – the thought image in our head

Sign

Sound (signifier) – The object or concept being referenced

- Concept → Sound pattern **NOT** Thinking → Name
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How can we model the distinction between what someone is thinking and the way they communicate that thought? What concepts need to be included? What is their relationship to each other? In what context(s) are these concepts understood? Why is this important?

Language influences how we think:

- Sapir-Whorf Hypothesis – the language we speak influences how we think
- Linguistic determinism – the language you speak determines how you think
- “systemic default bias in their habitual response tendencies”
- We are generally unaware of habits.

Answering Test Questions:

- What is it asking me to do?
- What resources do I need?
- What concepts do I include?
- What process do I use to develop a response?
- What is my rhetorical strategy for doing it?

POWER AND IDEOLOGY

Day #10 – Thursday – 2/27/2020

Objectives

- Discuss power and ideology.
- Look at examples that show differences in ideological P.O.V.
- Prepare for midterm exam – Ch. 1 & 2 review.

Activity Schedule

1. Take role & collect quizzes (5)
2. Questions about quizzes and midterm (5)
3. Discussion of power and ideology (25)
4. Yoda scene -- <https://www.youtube.com/watch?v=infZSKB5L9I> (5)
5. Seagulls Stop it Now -- <https://www.youtube.com/watch?v=U9t-slLI30E> (4)
6. Bad Romance -- <https://www.youtube.com/watch?v=qrO4YZeyl0I> (5)
7. Brett Domino -- <https://www.youtube.com/watch?v=NJWj8HjX9ew> (4)
8. Actual Cannibal -- <https://www.youtube.com/watch?v=o0u4M6vppCI> (4)
9. WTF? (18)

Upcoming

- Read 3.1-3.5 for Tuesday. Will be quizzed on 3.5 so take notes.
- Choose a cartoon. Will need to watch approximately 90 min (one movie, 4 half-hour episodes, 8-10 short episodes).
- Assignment #2 given next week.

POWER AND IDEOLOGY

Day #10 – Thursday – 2/27/2020

Notes

- We began class with a discussion of political correctness.
- We discussed how we talk and write about language as specialists (linguistic understanding) vs. everyday users (language regard).
- We developed a sense that although we are not made from language, it plays a unique, pervasive, and crucial function in our lives, our society, and civilization itself.
- None of this tells us how language actually works in our everyday lives, though (except maybe PC).
- Language structures our experience, how we understand these, how we communicate them, and how we remember the experience.
- Language is not the entirety of our cognitive faculty, but it is inseparable from it.
- The dual concepts of “power” and “ideology” help us understand how language regulates our everyday lives.
 - a. We affect power through language in many ways at the societal, group, and interpersonal levels:
 - i. Regulation of language use.
 - 1. Laws about what you can say or not say—threats, hate speech, 1st Amendment
 - 2. Taboos about what can be said, to whom, and when
 - 3. Prescriptive grammars related to class, education, social context
 - 4. Familiar patterns of speech within discourse communities
 - 5. Intellectual property and profit contexts
 - ii. Regulation of action through language.
 - 1. Statutes, signs, contracts, agreements, promises
 - iii. Variation of language use.
 - 1. Choices in lexicon, syntax, semantic within a code system
 - 2. Choice of code system, and switching
 - 3. Modality of creation and distribution of codes
 - 4. Production of audience



5. Varying genres and rhetorical structures to meet the audience
- iv. Variation of actions (paralinguistics).
 1. Volume of voice
 2. Speed of voice
 3. Intonation
 4. Tone
 5. Pronunciation
 6. Articulation
 7. Pause
 8. Punctuation
 9. Lip posture
 10. Adopting/copying speech patterns of others

The truth is that most people are acted upon through the power of language in their daily lives through sovereign (physical) power or institutional regulation. Most people exercise the power of language in their daily lives through persuasion (symbolic power).

Power functions across the dichotomy of coercion \leftrightarrow consent

Ideology \rightarrow "A systematic body of ideas, organized from a particular point of view" (Kress & Hodge 1993).

Like accents, we only tend to notice others ideologies unless we are trained to recognize our own.

The dominant ideology in any context is the "hegemonic," or controlling, ideology. The one you get punished for violating. e.g., capitalism, patriotism, marriage and family, male superiority

Cultural hegemony – one group or class holding the power. Enforced through ideological formations that justify social arrangements and patterns of inequality. E.g., prescriptive uses of language (a.k.a. standard language ideology).

Bourdieu – "Ideologies serve particular interests which they tend to present as universal interests, shared by the group as a whole" (1991).

Hence, why when we use the term popularly, we often refer to the negative perception of others' ideologies (e.g., letting the "terrorists" win, associating with "known felons," getting to close to "the man").

Ideology also gives us an accurate and compelling way of articulating asymmetric relationships, why they are produced, and how they are maintained.

NOTES – ASSIGNMENT II

Day #11 – Tuesday – 3/3/2020

Objectives

- Review inputs for Assignment II.
- Prepare to discuss rhetorical use of language.

Activity Schedule

1. Take Role (5)
2. The Ideology of Cartoons:
 - a. <https://www.youtube.com/watch?v=rB2FfXL2GHo> (5)
 - b. https://www.ted.com/talks/juan_sklar_la_ideologia_de_los_dibujos_animados/transcript?language=en (15)
3. Assignment #2 (30)
 - a. Readings
 - b. Strategy
 - c. Assignment
4. Discussion of how to conduct analysis (e.g., Lion King) (15)
5. Readings for Thursday (5)
 - a. <https://www.theguardian.com/commentisfree/2012/may/11/occupy-globalmay-manifesto>
 - b. https://en.wikipedia.org/wiki/Gettysburg_Address

Upcoming

- Half done with Assignment #1, finishing tonight and early tomorrow.
- 3.5 Quiz on Thursday
- New grade reports Thursday.
- Read GlobalMay Manifesto & Gettysburg Address



NEW YORK CITY COLLEGE OF TECHNOLOGY
CITY TECH

Instructor's Notes

Language and Thinking

ENG 1161-D516 (#53530)

3/3/20 (Tuesday)

NOTES – LINGUISTIC STRATEGIES FOR ARGUMENT

Day #12 – Thursday – 3/5/2020

Objectives

- Review method for Assignment #2.
- Discuss rhetorical use of language.

Activity Schedule

1. Take Role (5)
2. Quiz on Ch 3.5 (15)
3. Grades (5)
4. Occupy Manifesto Discussion (30)
5. Cartoon Analysis – Frisky Dingo (<https://www.hulu.com/watch/7b4e88ae-a69f-48ee-b50b-05a3202da1de>) (20)

Upcoming

- Observation next Thursday – show up and be present.
- Very direct comments on assignments.
- Read Ch. 4.1 & 4.2
- Read and take notes on readings for assignment #2 and at least preview your cartoons – we will be talking about them on Tuesday and will begin to discuss analysis on Thursday.

NOTES – LINGUISTIC STRATEGIES FOR ARGUMENT

Day #12 – Thursday – 3/5/2020

Objectives

- Review method for Assignment #2.
- Discuss rhetorical use of language.

Activity Schedule

1. Take Role (5)
2. Quiz on Ch 3.5 (15)
3. Grades (5)
4. Occupy Manifesto Discussion (30)
5. Cartoon Analysis – Frisky Dingo (<https://www.hulu.com/watch/7b4e88ae-a69f-48ee-b50b-05a3202da1de>) (20)

Upcoming

- Observation next Thursday – show up and be present.
- Very direct comments on assignments.
- Read Ch. 4.1 & 4.2
- Read and take notes on readings for assignment #2 and at least preview your cartoons – we will be talking about them on Tuesday and will begin to discuss analysis on Thursday.

COURSE CALENDAR – VERSION 5 (4/1/20)

Date	Class Topic(s)	Readings	To Do
1/28 W1	• Introduction: Language		
1/30 W1	• Why we study it?	Pinker, Ch. 1; Ch. 1.1, 1.2	Quiz
2/4 W2	• How do we use language? How does to use us?	Ch.1.6, 1.7	Quiz
2/6 W2	• How do we model basic language use?	Ch. 1.3	Quiz
2/11 W3	• How we use language vs. how people tell us we should use it	Ch. 1.4	Dialect Survey Assigned Read Ch. 1.5
2/13 W3	• How do we use language to represent “stuff”?	Ch. 2.1, 2.2	
2/18 W4	• What is linguistic relativism and determinism? Why do I care?	Ch. 2.3, 2.4	Quiz (Ch. 2)
2/20 W4	• What does it mean to “mean” something?	Gee, Ch. 1	Dialect Survey Due
2/25 W5	• How do we answer linguistics-related problems?		Media Study #1 Assigned
2/27 W5	• How do power and ideology structure our experience?		Ch. 1 & Ch. 2 Midterm Prep Quiz
3/3 W6	• How do we use language to persuade people we are right?	Ch. 3.1, 3.2, 3.3, & 3.4	Media Study #1 Assigned
3/5 W6	• What linguistic tools do people use to persuade us?	Ch. 3.5	Quiz
3/10 W7	• How can we analyze political speech?	Gettysburg Address Occupy Manifesto	
3/12 W7	• What is “mass media” and how does it work?	Ch. 4.1, 4.2	Quiz
3/17 W8	• What is the “manufacture of consent”?	Ch. 4.3	
3/19 W8	• What is “semantic unity”?	Ch. 4.4	Quiz
3/24 W9	• How can we use “news values” to understand media?	Ch. 4.5	Media Study #1 Due
3/26 W9	• How has the Internet changed news consumption and expertise?	Ch. 4.6, 4.7	
4/7 W10	• Wednesday Schedule (No Zoom – Midterm Available)		Midterm Exam Available (Ch. 1-4)
4/9 W10	• Spring Break		
4/14 W11	• What is a meme?	OpenLab	Midterm Exam Due
4/16 W11	• How can we analyze a meme?	OpenLab	
4/21 W12	• What is a linguistic landscape?	Ch. 5.1, 5.2	Media Study #2 Assigned (Meme, Site Study, or COVID-19 Project)
4/23 W12	• Can language be “invisible”?	Ch. 5.3	
4/28 W13	• How does space influence language use?	Ch. 5.2, 5.6	
4/30 W13	• What is graffiti? How can language be “transgressive”?	Ch. 5.4, 5.5	Quiz (OpenLab)
5/5 W14	• Do men and women use language differently?	Ch 6.1, 6.2, 6.4	
5/7 W14	• What is “slang”? What is “broken English”?	Ch. 7.1, 7.2, 7.3, 7.5.2	Quiz (OpenLab)
5/12 W15	• What is the relationship between language and power?	Ch. 1.6, 3.6, 3.7, 4.8	
5/14 W15	• What is propaganda and how does it work?	OpenLab	Media Study #2 Due Extra credit assigned
5/19 W16	• Final Exam Review		Final Exam Assigned
5/21 W16			

Inaugural Address

By President Barack Hussein Obama

My fellow citizens: I stand here today humbled by the task before us, grateful for the trust you've bestowed, mindful of the sacrifices borne by our ancestors.

I thank President Bush for his service to our nation -- (applause) -- as well as the generosity and cooperation he has shown throughout this transition.

Forty-four Americans have now taken the presidential oath. The words have been spoken during rising tides of prosperity and the still waters of peace. Yet, every so often, the oath is taken amidst gathering clouds and raging storms. At these moments, America has carried on not simply because of the skill or vision of those in high office, but because we, the people, have remained faithful to the ideals of our forebears and true to our founding documents.

So it has been; so it must be with this generation of Americans.

That we are in the midst of crisis is now well understood. Our nation is at war against a far-reaching network of violence and hatred. Our economy is badly weakened, a consequence of greed and irresponsibility on the part of some, but also our collective failure to make hard choices and prepare the nation for a new age. Homes have been lost, jobs shed, businesses shuttered. Our health care is too costly, our schools fail too many -- and each day brings further evidence that the ways we use energy strengthen our adversaries and threaten our planet.

These are the indicators of crisis, subject to data and statistics. Less measurable, but no less profound, is a sapping of confidence across our land; a nagging fear that America's decline is inevitable, that the next generation must lower its sights.

Today I say to you that the challenges we face are real. They are serious and they are many. They will not be met easily or in a short span of time. But know this America: They will be met. (Applause.)

On this day, we gather because we have chosen hope over fear, unity of purpose over conflict and discord. On this day, we come to proclaim an end to the petty grievances and false promises, the recriminations and worn-out dogmas that for far too long have strangled our politics. We remain a young nation. But in the words of Scripture, the time has come to set aside childish things. The time has come to reaffirm our enduring spirit; to choose our better history; to carry forward that precious gift, that noble idea passed on from generation to generation: the God-given promise that all are equal, all are free, and all deserve a chance to pursue their full measure of happiness. (Applause.)

In reaffirming the greatness of our nation we understand that greatness is never a given. It must be earned. Our journey has never been one of short-cuts or settling for

less. It has not been the path for the faint-hearted, for those that prefer leisure over work, or seek only the pleasures of riches and fame. Rather, it has been the risk-takers, the doers, the makers of things -- some celebrated, but more often men and women obscure in their labor -- who have carried us up the long rugged path towards prosperity and freedom.

For us, they packed up their few worldly possessions and traveled across oceans in search of a new life. For us, they toiled in sweatshops, and settled the West, endured the lash of the whip, and plowed the hard earth. For us, they fought and died in places like Concord and Gettysburg, Normandy and Khe Sahn.

Time and again these men and women struggled and sacrificed and worked till their hands were raw so that we might live a better life. They saw America as bigger than the sum of our individual ambitions, greater than all the differences of birth or wealth or faction.

This is the journey we continue today. We remain the most prosperous, powerful nation on Earth. Our workers are no less productive than when this crisis began. Our minds are no less inventive, our goods and services no less needed than they were last week, or last month, or last year. Our capacity remains undiminished. But our time of standing pat, of protecting narrow interests and putting off unpleasant decisions -- that time has surely passed. Starting today, we must pick ourselves up, dust ourselves off, and begin again the work of remaking America. (Applause.)

For everywhere we look, there is work to be done. The state of our economy calls for action, bold and swift. And we will act, not only to create new jobs, but to lay a new foundation for growth. We will build the roads and bridges, the electric grids and digital lines that feed our commerce and bind us together. We'll restore science to its rightful place, and wield technology's wonders to raise health care's quality and lower its cost. We will harness the sun and the winds and the soil to fuel our cars and run our factories. And we will transform our schools and colleges and universities to meet the demands of a new age. All this we can do. All this we will do.

Now, there are some who question the scale of our ambitions, who suggest that our system cannot tolerate too many big plans. Their memories are short, for they have forgotten what this country has already done, what free men and women can achieve when imagination is joined to common purpose, and necessity to courage. What the cynics fail to understand is that the ground has shifted beneath them, that the stale political arguments that have consumed us for so long no longer apply.