

3D: Observe & Analyze II

Paulette Oke, MA, Lecturer, English [00:00:00] Welcome to class, everyone. As I mentioned the last time, we're going to be discussing the readings assigned for homework, in which you were asked to answer a few short questions as well as complete a short summary. Most of you have completed the online quiz, and thank you for that. I just want to remind you that I'm not going to be grading you for content, but the grade will count toward your class participation points. So I've pulled a few summaries for us to observe and I want us to see which ones are successful and which ones are not. Remember, I asked you to summarize the main points being made by each author and, and to compare the articles. So let's take a look at the first example. What do you think I liked about this one?

Jacques, Student [00:00:43] Um, I think it gets to the point about the message of both articles and compares the two.

Paulette Oke, MA [00:00:48] Yes, that's correct. The summaries indicate that both authors explore unconventional speakers of English. Let's look at the second summary.

Victoria, Student [00:01:00] Yeah, this one has evidence taken from the reading to help support their point.

Student [00:01:06] Yeah, this one includes really good points about both of the texts, so I think it's a pretty good summary.

Paulette Oke, MA [00:01:13] Yes, I would agree with you. Can you share a few examples?

Student [00:01:16] She talks about the time that Tan had to act as her mother's guise, and Baldwin talks about Black people using coded language as a warning signal.

Paulette Oke, MA [00:01:28] Okay, now let's look at the third example. How might we strengthen this one?

Student [00:01:39] It needs to provide evidence or support from the reading.

Paulette Oke, MA [00:01:42] Yes. Amy?

Amy, Student [00:01:46] It just sounds really unclear to me, like, it doesn't really say much about what either writer is talking about.

Student [00:01:52] Yeah, I don't really think they understood what Baldwin was talking about.

Paulette Oke, MA [00:01:57] So I would agree with you. So you're saying that you're confused by the summary? I would fix it by clearly stating Baldwin's argument for why Black people speak the way they do. Okay, let's move on. Just to remind you, please complete the online quizzes as they help you prepare for class discussion. If you have any questions about how to complete them, please ask me. And just to let you know, they count toward your class participation grade.

Paulette Oke, MA [00:02:21] Okay, can you please have that on your desk, um, the criteria for class participation?

Paulette Oke, MA [00:02:33] Just as you did with the last class, at the end of class you'll be asked to fill out a self-criteria, reflection form, and this will help you do that. Just note the first two bullets, okay, which asks, you know, which says ask a question or make a comment that shows you are interested in what another person says. Ask a question or make a comment that encourages another person to elaborate on something they have already said. Okay, so this is a good tool for you to keep on hand or out on your desk as we move into this segment of the class discussion. Okay, does anyone have any questions? Okay, so let's begin with the Baldwin piece. So what does Baldwin say are the origins of Black English?

Jacques, Student [00:03:15] Slavery?

Victoria, Student [00:03:15] I don't, yeah, no, I don't think he really talks about it in the article.

Student [00:03:21] The Black church?

Paulette Oke, MA [00:03:23] Okay, well, you're all . . . correct, okay, but he attributes the origins of Black English to the slaves needing to form a common language. Okay, but what does Baldwin say about the purpose a common language serves for the slaves? What purpose would it serve for them?

Jacques, Student [00:03:40] Well, maybe it would help them get freed from slavery?

Student [00:03:44] It would help them become free.

Amy, Student [00:03:47] Um, they could rebel?

Paulette Oke, MA [00:03:49] Okay, okay. I see what you're saying, but what does Baldwin mean when he says that each has paid and is paying a price for this common language? What do you think that means? Victoria?

Victoria, Student [00:04:01] I think what he, like, I think what he means is that when you're in a place that speaks that common language and you don't easily, it's a lot more difficult for you there.

Paulette Oke, MA [00:04:11] Yes, that's true. So if you don't speak a common language, you cannot move about easily in the society, and people might, perhaps might not think you're smart. But of the two articles, which one resonates most with you? Jacques?

Jacques, Student [00:04:29] Well, I was reading Tan's article and I couldn't stop hearing my grandma's voice in my head because she came from France when she was 16 and she spoke what we call broken English.

Victoria, Student [00:04:43] My dad's from Peru, and for a while I had to translate everything for him and that was pretty hard.

Student [00:04:53] I didn't relate to the articles, actually. My ancestors have been in the States for generations. They have pretty thick Boston accents, but I never thought of the impact a language could have on something like that.

Jacques, Student [00:05:10] Yeah, still pretty cool.

Paulette Oke, MA [00:05:12] Thank you for sharing that, and I'm glad that you feel safe, you know, to share personal stories. Does anyone else have anything to share on the topic?

Student [00:05:21] I actually thought Baldwin's essay was really interesting, and to say it was written in 1979, like, I thought it was still so relevant today, in today's society.

Student [00:05:32] I know, right, it made me think about this really cool article I was reading the other day. It talks about the impact of language and dialect on people's perceptions of you. So, if you guys want, I can email you the link.

Paulette Oke, MA [00:05:47] Well, this is great. I mean, I'm happy to hear the responses. I'm happy to hear that you're all passionate about this and you can actually relate to the articles, which is really the point of a good class discussion. Not only do we understand what each author is saying, but we can apply it to our daily lives and our personal stories, yes, to people we know, yeah? Okay.