OUT OF CLASS ESSAY # 3 - LANGUAGE AND IDENTITY.

How we speak reveals things about who we are to the people around us, but sometimes the opposite happens; sometimes people guess wrongly about us from our speech and this may have many consequences.

Amy Tan and Chang-rae Lee focus on their mothers’ handling of their second language—English.

YOUR TASK:

Write an essay about the dangers of linking personality and behavior to language. Can this linkage be used to promote racist, sexist, or other discriminatory ideas?

Draw ideas from your responses, your reading logs, and class discussions on Tan’s and Lee’s essays in addition to your own views and personal experiences.

IDEA-GENERATING QUESTIONS:

→ Questions to consider to help you develop your ideas.

→ The answers to the following questions can be used as guides for:
  
  freewriting / listing / clustering  pre-writing strategies.

~How is language connected to one’s identity as an individual and as a member of a cultural group different from your own?

~How do Mrs. Tan’s and Mrs. Lee’s “limited” English limited other people’s perception of them? What were the consequences?

~Examine your daily linguistic interactions, both academic and social that take place inside or outside school.

~What does your speech reveal about you?

~Explore how the way you speak limits other people’s perception of yourself.
LET’S TAKE A LOOK AT THE PROMPT AGAIN:

Write an essay about the dangers of linking personality and behavior to language. Can this linkage be used to promote racist, sexist, or other discriminatory ideas?

→ Describe:

the dangers of linking personality and behavior to language

and

if this linkage can be used to promote racist, sexist, or other discriminatory ideas?

Draw ideas from your responses, your reading logs, and class discussions on Tan’s and Lee’s essays in addition to your own views and personal experiences:

(Tan’s Chinese mother living and speaking English in the U.S. (dominant culture)
Lee’s Korean mother living and speaking English in the U.S.
(You (a __________ student) living and speaking English in the U.S.

ESSAY FORMAT / ORGANIZATION:

- Write an introductory paragraph with a thesis statement.

WRITING THE THESIS:

Your thesis statement should be specific—it should cover only what you will discuss in your paper and should be supported with specific evidence from the readings and your personal experience.

Your paper should:

• explain the dangers of linking personality and behavior to language
• explain if this linkage can promote racist, sexist, or other discriminatory ideas.

HOW TO FORMULATE A THESIS:

Change the prompt from a statement into a question:

What are the dangers of linking personality and behavior to language AND can this linkage promote racism, sexism, or other discriminatory ideas?

The answer to the above question is your THESIS→ Your position on the issue:

TENTATIVE THESIS:

It could dangerous to link personality and behavior to language because this linkage can promote racism, sexism, or other discriminatory ideas.

OR

There are many dangers in linking personality and behavior to language because this linkage can promote racism, sexism, or other discriminatory ideas.

OR

It is not dangerous to link personality and behavior to language because ____________________.
SUPPORTING PARAGRAPHS:

- Write two or three supporting paragraphs:
Support your position with quotes, paraphrases, summaries from “Mother Tongue” and “Mute in an English-Only World,” and specific examples from your experience and observations.

Each paragraph should have a topic sentence: One clear and concise sentence that summarizes the paragraph and supports your thesis.

<table>
<thead>
<tr>
<th>Supporting Paragraph 1:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic Sentence:</td>
</tr>
<tr>
<td>Support</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Supporting Paragraph 2:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic Sentence:</td>
</tr>
<tr>
<td>Support</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Supporting Paragraph 3:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic Sentence:</td>
</tr>
<tr>
<td>Support</td>
</tr>
</tbody>
</table>

CONCLUSION:

In the concluding paragraph, where the writer re-states his/her thesis and provides a solution or a call to action, you may consider discussing what you could do to overcome any obstacles you may have when you write or speak English.

REVISION PHASE:

Please proofread before you turn in your first draft. Check organization and content.

Proofread and fix: fragments, run ons, comma splices, verb tense consistency. Avoid informal language.

ATTACH:

1. “Mother Tongue” summary, responses, quotes/reading log.
### OUTLINE

**TENTATIVE THESIS:**

**OUTLINE DUE:**

**1st DRAFT DUE:**

**FINAL DRAFT DUE:**

### Supporting Paragraph 1: Topic

**Sentence:**

**Primary Support:** 1 reason or idea:

a. Supporting detail (quote, paraphrase, summary, example, description, definition that explain or prove the general main idea in the topic sentence)

b. Supporting detail (quote, paraphrase, summary, example, description, definition that explain or prove the general main idea in the topic sentence)

### Supporting Paragraph 2: Topic

**Sentence:**

**Primary Support:** 1 reason or idea:

a. Supporting detail (quote, paraphrase, summary, example, description, definition that explain or prove the general main idea in the topic sentence)

b. Supporting detail (quote, paraphrase, summary, example, description, definition that explain or prove the general main idea in the topic sentence)

### Supporting Paragraph 3: Topic

**Sentence:**

**Primary Support:** 1 reason or idea:

a. Supporting detail (quote, paraphrase, summary, example, description, definition that explain or prove the general main idea in the topic sentence)

b. Supporting detail (quote, paraphrase, summary, example, description, definition that explain or prove the general main idea in the topic sentence)

### CONCLUSION:

---

---