

Additional paper or project ideas

1. Project on descriptive/prescriptive grammar. Review some of the readings under “recommended readings” above. Listen to the podcast below. Then, summarize what you've learned about grammar from them.

Gillon, C., & Figueroa, M. (2018, September 13). Grammar Not-zi (No. 4).

[Audio podcast episode]. *The Vocal Fries*.

<https://vocalfriespod.com/2018/09/13/transcript-4-grammar-not-z/>

2. Project on descriptive/prescriptive grammar. Conduct a brief survey on people's beliefs about what they think is correct English. Ask your participants which of the following sentences they believe are correct.

- a. **I and Katie** went to the movies.
- b. **Katie and I** went to the movies.
- c. **Katie and me** went to the movies.
- d. **Me and Katie** went to the movies.

Then, summarize your findings in a brief written report. Would descriptive and prescriptive grammarians have the same or different answer? How so?

3. Project on “That’s what they say” segments on Michigan Public Radio. Listen to three (or more) of these segments. You can find them here: <https://www.michiganradio.org/programs/thats-what-they-say>. What do these segments reveal about language? About grammar? Can you think of other examples of language use that are hotly debated?

4. Project on math and language. Review the article by Terry et al. (2015) (see reference under “Suggested Readings” above). Summarize its main findings on how dialect switching can and does impact student achievement in math classes. You might also want to conduct a brief survey or brief interviews with several people to get their take on how dialects can influence achievement in classes other than language arts and English.

5. Project on Standard Language Ideology and discrimination: Listen to one of the following podcasts (or all of them!) and summarize the main points. What did you learn about language, dialects, education, and discrimination? How does this information relate to chapter 1 concepts?

- a. Gillon, C., & Figueroa, M. (2019, February 25). On the basis of voice (No. 41) [Audio podcast episode]. In *The Vocal Fries*. <https://radiopublic.com/the-vocal-fries-GOoXdO/s1!a8ddb>

- b. Gillon, C., & Figueroa, M. (2019, January 14). Looking like a language, sounding like a podcast (No. 37). [Audio podcast episode]. In *The Vocal Fries* <https://radiopublic.com/the-vocal-fries-GOoXdO/s1!ef4b0>

c. Gillon, C., & Figueroa, M. (2018, July 2). Don't mind the gap (No. 24). [Audio podcast episode]. In *The Vocal Fries* <https://radiopublic.com/the-vocal-fries-GOoXdO/s1!ce6cf>

6. Project on Linguistic discrimination: Read the article by Jones et al (2019) (see reference under "Suggested Readings" above) about court reporters and witnesses who use AAE. What do the authors recommend as possible solutions? For which one do they advocate, and which one do you feel personally might be most effective?

7. Project on Language Acquisition: Compare the work on verb form acquisition by Pinker (1994) with that by Figueroa and Gerken's (2019). What are the differences and similarities? Which work do you find more compelling? How could you use this knowledge to develop a lesson plan for elementary students?

8. Project on Language Acquisition: Listen to the following podcast and summarize the main points. How does grammar relate to language acquisition? What does language acquisition tell us about accents and dialects? How does this information relate to chapter 1 concepts?

Gawne, L., & McCulloch, G. (2017, September 21). Sounds you can't hear - Babies, accents, and phonemes (No. 12). [Audio podcast episode]. In *Lingthusiasm* <https://soundcloud.com/lingthusiasm/12-sounds-you-cant-hear-babies-accents-and-phonemes?in=lingthusiasm/sets/lingthusiasm-episodes>