

Chapter 14 To Be or Not To Be: Coordination and Subordination

Additional paper or project ideas

1. Pick a piece of your own writing and identify as many clauses as you can in your own writing. Pick a writing assignment you are proud of or one that, at a minimum, you feel good about! Is there a clause type you use a lot? If so, which one? Why do you think this is? Is there a clause type you don't use at all? If so, can you revise your writing to include one? Can you revise your writing in other ways, simply by changing the sentence structure and incorporating more coordination and subordination? Compare your work with at least one peer.
2. Explore how different types of phrases and clauses are used in your favorite songs. This is one way to create a personalized mnemonic playlist by which to study!
3. You've learned some things about relative clauses in sE and in AAE in chapter 14. Consult work by Tottie and Harvie (2000) for a more detailed account of relative clauses in AAE and in some creoles. Summarize the different patterns that are used in those different varieties and report back to the class.
4. Dangling modifiers. Create a list of sentences that include embedded non-finite clauses, including a few dangling modifiers. Survey a few people and ask them to explain their understanding of each sentence. Do they stumble over the dangling modifiers or do they interpret the sentences in the most logical sense? What does this tell you about dangling modifiers?
5. Conjunctions such as *or*, *but*, and *and* are commonly used in spoken conversation at the end of an utterance (such as "Do you want to go to the movies or?"), which is something that would be labeled incorrect in writing (because, after all, conjunctions link things, and when we use them at the end of a sentence, they don't link two things!). Yet, people use them in this non-linking way all the time. Review one or both of the articles below on this phenomenon. Summarize the main findings. In other words, what do people communicate when they end a sentence with "or," "but," and "and"? Next, pay attention to these features in your own conversations. You'll likely hear people do this quite a bit now that you're aware of it. What does this tell us about grammar? About language? And about how we use linguistic resources?

Drake, V. (2015). Indexing uncertainty: The case of turn-finalor. *Research on Language and Social Interaction*, 48(3), 301-318. doi: <https://doi.org/10.1080/08351813.2015.1058606>

Mulder, J., & Thompson, S. A. (2008). The grammaticization of *but* as a final particle in English conversation. In R. Laury (Ed.), *Studies of clause-combining: The multifunctionality of conjunctions* (pp. 179–204). Amsterdam, The Netherlands: John Benjamins