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*Spoken Soul: The Story of Black English*

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# 9b [ ` ]g\ '9Xi WWh]cb

## 5gg][ ba Ybh'Cj Yfj ]Yk

In this course, all assignments may be approached in a way that affirms that Black Lives Matter. For this assignment, can you think of a way BLM might be understood in terms of 9b [ ` ]g\ '9Xi WWh]cb?



## 5gg][ ba Ybh'cdh]cb . %

Teachers are regularly required to compose statements on their teaching philosophy. Such a statement is a kind of manifesto that explains beliefs about teaching, goals for students, and methods for success. You might write such a statement about why you believe people should learn more about the Black Lives Matter movement. Where did the BLM movement come from? What is the mission of BLM?

## 5gg][ ba Ybh'cdh]cb . &

You might also conduct research on the history of Black Language (sometimes called African American English) and produce a report on the sources you find. What is Black Language? Where does it come from? Why is it important to preserve

## B chY. 'Cb @Ub [ i U[ Y'7\c]Wg

Please be advised that you do not have to code switch in this course. Whatever your home language may be, it is acceptable for this assignment. In the past, you may have been required to code switch for essays in school, but that is not the case in this class. This class affirms all home languages as linguistically equal and worthy of expression in academic contexts and documents.



# F \ Yhcf]WJ`Ghi X]Yg

## 5gg][ba YbhCj Yfj ]Yk

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## 5gg][ba YbhCdh]cb . %

Find a source that utilizes Black Language in some way. Explain how the source uses Black Language and to what effect. How is the source's use of Black Language rhetorically effective (or not)? How does this example of Black Language demonstrate the rhetorical appeals of Logos, Pathos, E thos, Kairos, and/or Telos?

## 5gg][ba YbhCdh]cb . &

Find a source that utilizes Black Language for cultural appropriation. Who is using Black Language and for what purpose? Who is the intended audience of the appropriated Black Language?

## BchY. `Cb @Ub [ i U[Y`7\c]Wg

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# @]hYf Uf mGhi X]Yg

5gg][ ba YbhCj Yfj ]Yk

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5gg][ ba YbhCdh]cb , %

Find a literary source that utilizes Black Language in some way. Explain how the source uses Black Language and to what effect. What is the literary effect of Black Language in the source? How does this creative work of Black Language demonstrate the literary devices such as story arc, character, setting, symbolism, or irony?

5gg][ ba YbhCdh]cb ` , &

Find a source that utilizes Black Language or portrays individuals of color in a limiting or stereotypical way. Why is this portrayal inaccurate? How do these characters reflect the dominant culture's perception of race? How does racism function within these characters and their behaviors?

BchY. `Cb `@Ub [ i U[ Y`7\ c]Wg

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# 7 fYUh]j Y`K f]h]b [

5gg][ ba YbhCj Yfj ]Yk

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# >ci fbU`]ga

5gg][ ba YbhCj Yfj ]Yk

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5gg][ ba YbhCdh]cb , %

Conduct an interview with a friend in your home language, whatever language that may be. Try to have a real conversation, using your real language. Consider a topic for the interview that relates to the Black Lives Matter movement or some other idea of solidarity.

5gg][ ba YbhCdh]cb ` , &

Report on an event or experience that you have witnessed. You might attend an event organized by individuals of the Black community. You might profile a BIPOC professional or artist you admire. Consider elevating



# A ]XhYfa `9I Ua

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5gg] [ba Ybh5`hYfbUhj Y

Despite the innovations of the Black Lives Matter movement, the general public is often unaware of the important knowledge we have covered in this class. Arguably, this lack of awareness prevents our discoveries from reaching their full potential or impact. With a specific audience of the community in mind, summarize or explain a concept from this course using language and communication features that reflect that community.

BchY. `Cb`@Ub [i U[Y7\c]Wg

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: ]bU`9| Ua

5gg][ ba YbhCj Yfj ]Yk

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