

English 321 SI/WI: Linguistics for Teachers (Fall, 2006)

T/TH9:30am – 10:45am, HHRA 3208

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Required texts:

Dennis Baron. Guide to Home Language Repair. NCTE 1994.

Haussamen, Brock, et al. Grammar Alive: A Guide for Teachers. NCTE 2003.

Lee Thomas & Stephen Tchudi. The English Language: An Owner's Manual. Allyn & Bacon 1999.

Selected readings (see attach list) on e-reserve via Blackboard

Recommended Text:

David Crystal. The Cambridge Encyclopedia of Language. 2nd ed. Cambridge UP 1995.

Course Description

This course is about language, language use, and theories and applications of language study in the classroom. Across the semester we cover the history of the English language and of language teaching and participate in a personal exploration into and reflection on language acquisition. We examine definitions of language, communication, discourse, and literacy and the political ideologies implicated in those definitions. We investigate language structures and systems, including an understanding and application of phonology, morphology, and syntax. Finally, we explore the interrelationships of language and contexts, examining such issues related to language and language learning as dialects, multilingualism, gender, language standards and conventions (correctness/error), language variations/varieties, technology and language, oral/literate traditions, direct/indirect speech acts, etc.

Graded Work for This Course

Reading and Learning Responses	20%
Literacy and Language Learning Project	10%
Position/Philosophy Statement on Language and Literacy	20%
Group Presentation on Linguistics and Annotated Bibliographies	20%
Group Lesson Plan and Demonstration on Computers and Language	20%
Quizzes	5%
Midterm	5%

Course Grade:

A+ = 97% -100%	B+ = 89.9% -87%	C+ = 79.9% -77%	D+ = 69.9% -67%	F+ = 59.9% -57%
A = 96.9% - 94%	B = 86.9% - 84%	C = 76.9% - 74%	D = 66.9% - 64%	F = 56.9% - 54%
A- = 93.9% - 90%	B- = 83.9% - 80%	C- = 73.9% - 70%	D- = 63.9% - 60%	F- = 53.9% - 0%

Attendance and Preparedness

This course is interactive which means you will be participating in each class session through oral and written discussions and activities. I assume you will attend class regularly, but you have five absences for illness, car trouble, emergencies and the like. This means that there is no distinction between an “excused” and an “unexcused” absence; every absence counts. More than five absences lowers your course grade by an entire letter, so if your course grade averages out to a “B,” but you have more than five absences, you will receive a “C.” Be prepared to enter into the discussion in one form or another. If written assignments/paper drafts are due for group work and you are not prepared, I will consider you absent. If you miss a conference with me and do not call or contact me ahead of time, I will consider you absent. Any student who presents as his or her own work the efforts of another without precise acknowledgment is guilty of plagiarism.

Overview of Assignments

The purposes of the reading and learning responses are

1. to interact in writing with the reading assignments,
2. to reflect on language, its use/misuse/reuse,
3. to explore the relationship of language use across various contexts and within educational, political, cultural, social, and personal realms,
4. to interact with other students’ opinions and ideas through Blackboard.

Quizzes & Midterm: There will be three random quizzes given in class throughout the semester covering the assigned reading and lectures. Each will consist of definitions, examples, short answers, and essay questions; while there are no make-ups due to absence, the lowest of the three scores will be dropped. The midterm exam will be cumulative and similar to the quizzes in format.

You will also draft and revise two short texts across the semester:

1. a project that records some aspect of your language learning (literacy and language learning project);
2. a philosophy statement reflecting your position on language and literacy either for teaching or in society.

We will talk about these assignments, generate topics, and use various invention strategies to plan your texts and incorporate your research. *The final drafts of these texts will be formatted appropriately for electronic submission (.doc format for PC using MSWord; .rtf for all others).*

In small groups, you will do two oral presentations: one in which you research and report on a linguistics topic (group presentation on linguistics) and one using Blackboard to generate and teach a language lesson that your group designs (group lesson plan and demonstration on computers and language). In the first, you will have some choice over your topic and the direction of your research that will culminate in an annotated bibliography. In the second, you will be grouped by future teaching interests and will design a language lesson on the computer that all of us will experience.

Learning Goals

Through the readings, assignments, and class activities in this course, you will

- A. investigate language structure and systems, including an understanding and application of phonology, morphology, and syntax
- B. examine definitions of language, communication, discourse, and literacy and the political ideologies implicated in those definitions,
- C. learn about the history of the English language and its dialects,
- D. participate in electronic discussions on language and education issues discussed in class
- E. analyze language difference in specific cultural contexts and make decisions about the appropriate uses of standard and nonstandard usage with specific educational contexts,

- F. research linguistics topics, share that knowledge through an oral presentation, and apply it to teaching language
- G. communicate your knowledge, thinking, and language-teaching plans in writing, in speaking, in gesture (and sign), and in other visual forms,
- H. apply the NC Standard Course of Study for language arts and technology by developing a lesson plan, meeting several of the NC Advanced Technology Skills Competencies/ISTE National Educational Technology Standards for Teachers, and
- I. work to integrate the language arts curriculum (composition/communication, literature, and language/grammar) as a means to teach language/grammar.

Writing Assignments for the Semester (30% of course grade)

1. Literacy and Language Learning Project (10%)

This short project recounts in one or more ways your language education up to this point. You might want to focus on one person, one concept, one event or one year in or out of school that shows how you learned to sign, speak, listen, write, and/or read. You might want to approach this across/over/through time, people, and events. It might deal with learning a second language. You need to decide on an appropriate audience for this project-your future students, your family, a former teacher, friend, or person who influenced your understanding of language and learning. The forms for this text/project could be most anything: a children's book, a comic book (beyond strip), a longer poem or series of short poems, a letter to a parent or teacher, a collage, a scrapbook, a quilt, a pillow, a song with lyrics on audio or videotape, a skit recorded on videotape, a cookbook, a plan for a website, a board game, etc. What this project is *not* is a narrative essay or an imagined lesson plan. This is a creative project that reflects not only your history but also your understanding of how meaning arises from pictures, symbols, structures, and words. We will brainstorm ideas and talk about this assignment during class.

2. Position/Philosophy Statement on Language and Literacy (20%)

As the last paper for this course, you will write a multi-drafted *position/opinion statement* about some aspect/issue of language, linguistics, or literacy. It should be between four-to-six pages, double-spaced with one-inch margins. A personal position/opinion is a synthesis of learning, so cite your sources - both internally and in a Works Cited according to the APA style guide -- when referring to the theories, ideas, and words of others. This assignment asks that you draw on what you already know or have learned in this course and others. We will brainstorm topics, peer review & edit rough drafts, and discuss a grading rubric in class.

Whether you plan to teach or be a deaf interpreter, you might write this as a means of introduction to the person who will hire you. Although you may want to write about language and/or literacy and teaching and/or interpreting in general, you will want to narrow down your focus and explore it with specific examples. Look back at your readings and writings for this course. What mattered to you? What surprised you? What appalled you? There may be the seeds for your topic and approach already planted in one of your discussion responses or in your oral presentation research. Or by answering the following questions you may find a way to focus:

How would you describe the general principles you believe about language-oral, print, and sign? How are these principles related? What have you learned this semester that reinforced your beliefs or made you change them? What texts, what theories, and what people have influenced your beliefs? In what ways? What experiences with using language have you had that have influenced your position? Whether teacher or interpreter, how do plan to act on the above in your classroom? See the external link for teaching Philosophy Statements on Blackboard for more ideas and models.

Group Projects & Oral Presentations

Group Presentation on Linguistics and Annotated Bibliographies (20% of course grade)

In class we will continue exploring topics that are intersections of linguistics and contexts: dialects, multilingualism, gender, language standards and conventions, language variations/varieties, technology, oral/literate traditions, direct/indirect speech acts, gesture and signing, etc. In groups of 4-5, you will research the linguistics topic of your choice and offer a 30-45 minute presentation for the other class members.

The presentation (worth 50% of project grade) should include (but not necessarily in this order):

1. a handout with the title of your presentation and all group members' names on it;
2. a device to focus the audience, some means to determine any past experience or knowledge of the theories/concepts/information in the presentation, a clear statement of purpose, its link to other presentations/topics/readings in the course;
3. a means to explain and/or define the scope of your topic, what it entails, as a subset of linguistics or interdisciplinary are (a handout, short intro., activity, etc.)
4. some examples/information on (and activity)
 - a) real world use
 - b) teaching
5. student/audience involvement or assimilation (writing, discussing, analyzing, etc.)
6. motivation toward application or assimilation (Why is this important for us to know? How can we use it?);
7. closure, summary, final checking for understanding.

The Annotated Bibliography (worth 50% of project grade) should:

- follow APA format;
- contain five entries for each member of the group;
- be written in your own words, not copied or para-plagiarized other sources;
- and be organized and posted on Blackboard (prior to your class presentation) as a single, coherent, collaboratively written document.

See the model Annotated Bibliography on reserve by Bullock et al.

Audio-visual materials:

You have at your disposal the chalkboard, VCR and monitor, and OHP projector. I can arrange for a cassette/CD player and data projector for Powerpoint presentations (but you will need to supply the laptop). Please let me know at least one week in advance if you'd like to use either of these multimedia resources so I can make the necessary arrangements.

You may arrange the seating/room in any way that's beneficial for your presentation.

You have control over the format of the presentation: it might include a panel discussion, a skit, an activity involving the audience, props, etc. Try to think of ways to encourage interaction amongst presenters as well as the audience.

Group Lesson Plan and Demonstration on Computers and Language (20% of course grade)

In groups of three, you will design and demonstrate a lesson plan that teaches an aspect of language through the Blackboard (a web-environment instructional software) features available to you on the computer. You will have a total of twenty minutes for your demonstration. During that time, you will present the lesson to us and have us try out the activity--either all of the lesson or some part of it. You should think of us (your audience) as teachers and prospective teachers of language and the interactive

segment on the computer should be set up for the students you envision doing this lesson. In other words, as teachers we will try out the lesson for the specified students, as if this were a staff development/in-service workshop.

You will prepare a print text as a handout that speaks to us as teachers. The handout should include all items listed below and be formatted professionally. As teachers with this handout, we should be able to adapt your computer lesson for our own students and curriculum. Bring copies for all students in class and me.

The handout

- 1) has a title and lists your names,
- 2) identifies your student audience for this lesson (e.g., grade or proficiency level)
- 3) states the NC Standard Course of Study competencies for the appropriate curricula AND technology that you meet with this lesson,
- 4) lists your purposes and objectives of teaching this aspect of language through the computer,
- 5) includes a rationale that explains why this aspect of language is important for those students to know,
- 6) outlines the guidelines and procedures for actually doing the lesson, and
- 7) defines the expectations you have for the students and the means of evaluation (e.g., grading rubrics and/or grading scales for quizzes, tests, and other assignments).

Prepare and organize this handout in sections with headings keyed to the above points. You may also want to include handouts that outline the Blackboard software directions, provide support materials or operate as models.

During class, we will set the groups, brainstorm ideas and topics, discuss this assignment, **try out Blackboard** and other computer features, and use class time for you to work together.

After your presentation, the class members will send you their responses and reactions via the mail system in Blackboard. Because each of you has an instructor's/teaching assistant's account in the software, the system will not insure privacy, so I will provide you with a written evaluation and grade via paper.

Reading and Learning Responses (20% of course grade)

Use the questions and directions below as prompts for your ideas. You need not address every issue as they're intended to get you started writing and responding, but you should make clear references to the reading, and when appropriate personal experience, in every entry. Realize that you have an audience for these writings besides yourself. There are three types of reading and learning responses. 1) The first two responses need to be approximately 350 words (two hand-written pages or one and one-half word-processed, double-spaced with one inch margins). You can always write more to finish the thought you're exploring. These are expected at the class time of the reading assignment. 2) For Blackboard discussion folder postings, your response should be around 250 words and posted on Blackboard prior to class. Within one week after class, you also need to write short interactive responses to at least 2 other postings. 3) For the linguistics presentations and computer demonstrations letters, see specific prompts for directions, which need to be followed. You do not need to write about your own presentation and demonstration. Criteria for grading on all journal entries are appropriateness, completeness, and timeliness. No late assignments will receive full credit, and none will be accepted more than one week after the due date unless an extension is arranged with the instructor prior to the due date.

1. After reading Dennis Baron's chapters, write 5-to-10 rules or familiar language questions that you have learned from your schooling. This might include issues of writing-spelling usage, punctuation,

documentation, sentence structure, organization of text, use of examples/support, formatting, titles, etc.-or of speaking-pronunciation, word choice, word order, etc. For instance, I learned to never start a sentence with a coordinating conjunction. But, I do it all of the time, don't you? Then discuss what you understand the "two kinds of grammar" outlined in the "Introduction" and first chapter of *Grammar Alive* to involve. For example, how are language rules and use or related? How does each contribute to our external and internal knowledge of grammar?

2. Using the information from CEL and EL, explain how you see the relationship of context to language use (spoken or written). How does the situation change the ways you and others speak or write? How are your school voices and texts different from other voices and texts you generate? To what extent do these shifts in voice signal shifts in authority and identity? As a prospective teacher, what do you feel your obligation is to help your students understand appropriateness in speech and writing? Cite examples from your life that show how language is appropriate or not, and what it means to "talk the talk and walk the walk."

3. [Post in the Blackboard Discussion Folder titled "Parts is Parts"] Baron offers many examples of usage distinctions emphasizing underlying **social assumptions** about "proper" English whether spoken or written. He further exemplifies this emphasis on parts and pieces through his discussion of standardized testing. Goodman offers an alternative to this testing. Using examples from the readings and your own, discuss what you believe about a student's language use, testing, and a teacher's responsibility.

4. [Post in the Blackboard Discussion Folder titled "Literacy"] What assumptions do you think you hold about literacy? Do you agree that literacy is "emergent"? Knoblauch discusses four kinds of literacy that act as underlying assumptions when our society argues about curriculum in education. Which types of literacy do you value and why? In what contexts is each type valuable to society? As a language user and teacher, which kinds of literacy do you want to promote? Why?

5. [Post in the Blackboard Discussion Folder titled "CCCC Resolution."] The CCCC resolution on language and teaching was adopted by its members and first published in 1974. Did the English teachers you had in high school and at college follow it? Use examples from your educational experiences to show when teachers supported aspects of this resolution and when they did not. (I suggest not using the names of the teachers you write about). Now consider the more recent (2003) report, "Should we invite students to write in home dialects or languages? Complicating the yes/no debate." Do the ideas presented here seem consistent with the earlier resolution? Would you try any of the activities and approaches to language education suggested in the report or *Grammar Alive* your classroom? Why or why not?

6. [Post in the Blackboard Discussion Folder titled "Speaking and Writing."] After reflecting on one difference and similarity you know between speaking and writing, type in a line of poetry or literature, an adage, or a jingle that you like the "sound" of. Explain why you enjoy the sounds. What do oral language games (like Peter Piper picked a peck of pickled peppers) help language users learn? Do you see a role for language games in your classroom or profession?

7. [Post in the Blackboard Discussion Folder titled "Dialects."] What assumptions and stereotypes do you see in society and school that tie to intelligence and spoken or written language? Some believe that slow speech or a drawl equals stupidity. Some believe that clipped and brief responses represent coldness and distance. Have any of these been applied to you? If so, tell your story. As teachers, what should we be doing in the classroom with language variety to offset some of these stereotypes?

8. [Post in the Blackboard Discussion Folder titled "Proper English?"] How were you taught about language variety and dialect in high school? Were dialects and writing practices other than Edited American English valued? What do the terms "error" and "correctness" mean to you when dealing with

language? Is there such a thing as unintentional error? If so, when might that happen; if not, why not? Try to include examples from both spoken and written language and try to think about error in terms of reading and listening. Do teachers unintentionally mishear or misread? Is this error?

9. [Post in the Blackboard Discussion Folder titled “Describing Language”] Webb uses descriptive linguistics (phonology, morphology, syntax, and pragmatics) to argue that Black English, like all languages, is a rule-governed? Provide any additional examples of Black English or other varieties of English you might be familiar with that might confirm, challenge, or complicate her thesis? How should schools and teachers appropriately apply this theory in practice? For example, should Ebonics be supported and encouraged in the classroom and language curricula? Why or why not?

10. [Post in the Blackboard Discussion Folder titled “Tune in”] Have you ever had difficulty understanding someone with an unfamiliar dialect, or struggled to catch familiar sounds and words in a foreign language? Why do you suppose parents and siblings are often able to interpret a baby’s first words when others cannot? Reflecting on one such experience, discuss what you think it means to “tune in” to spoken language and make sense of what we hear. Try offering examples of your own to help distinguish between a phoneme, morpheme, letter, and word.

11. [Post in the Blackboard Discussion Folder titled “Morph Play.”] Morphology deals as much with slang (you fill in the expression) and new words and expressions (“sound byte,” “pregnant chad”) as it does with Edited American English and technical jargon. Offer one example of slang and/or a newly coined word and provide a morphological analysis. Include its word classification(s). Try making up a new word and do the same analysis.

12. [Post in the Blackboard Discussion Folder titled “Technical Terms.”] You have been reading about phonology, morphology, syntax, and language varieties. What are your reactions to the readings and class activities? Why do you think state certification standards (and those who set them) require that you be aware of these concepts? Do you think, as goal B and the chapter on “Teaching the Language of Grammar” in *Grammar Alive* suggest, that your students should learn some of these technical terms and concepts as well? What connections do you see between the classroom, language learning, and these concepts?

13. [Post in the Blackboard Discussion Folder titled “Teaching Language.”] Are the ideas for teaching sentence-level grammar and ESL mentioned in *Grammar Alive* consistent with the guidelines that Weaver offers for teaching grammar in context? Which ideas do you want to incorporate into your teaching and why? Provide examples and ideas of how you might achieve these goals in your future classrooms. In addition, Baron talks about the “double standard” of plagiarism. How do you deal with these issues (the literature we teach practices one approach, while we preach another) in your classroom? What experiences have you had as a student or teacher with these issues? How might Weaver’s guidelines help with this double standard?

14. [Post in the Blackboard Discussion Folder titled “Semiotics.”] Using examples from your own experience, write about how communication happens beyond speech and writing. Categorize these examples as auditory-vocal, visual, or tactile.

15. [Post in the Blackboard Discussion Folder titled “Presentations”] Before your group presentation, post a detailed outline of your group’s presentation, including speaker roles and approximate times for each speaker, section, or activity.

16. Write a letter to group members of the group which presents just before your group* that states what you liked or found interesting about the presentation, what questions or connections have occurred to you

because of it, and what was effective and not effective in the organization and content of the presentation, in the manner of presenters, in the use of audio-visual materials, and in the interactive nature of the presentation. In other words, you are offering constructive feedback--praise, analysis, and suggestions for improvement. I expect these letters to be quite detailed and instructive for the presenters, approximately 200 words each. Email your comments to the group *and me* using Blackboard's email (Communication > Select User). Note: *The first group to present will be reviewed by the last group; the last group will be reviewed by the first group.

17. [Post in the Blackboard Discussion Folder titled "Why history?"] After reading Thomas and Tchudi's "A Brief History of the English Language," discuss why it's important to know about the history of the language and its dialects. What do you want to know more about? What do you want your students to know and value about the English language?

18. [Post in the Blackboard Discussion Folder titled "Presentations"] Before your group presentation, post a detailed outline of your group's presentation, including speaker roles and approximate times for each speaker, section, or activity.

19. Write a letter to group members of the group which presents just before your group* that states what you liked or found interesting about the presentation, what questions or connections have occurred to you because of it, and what was effective and not effective in the organization and content of the presentation, in the manner of presenters, in the use of audio-visual materials, and in the interactive nature of the presentation. In other words, you are offering constructive feedback--praise, analysis, and suggestions for improvement. I expect these letters to be quite detailed and instructive for the presenters, approximately 200 words each. Email your comments to the group *and me* using Blackboard's email (Communication > Select User). Note: *The first group to present will be reviewed by the last group; the last group will be reviewed by the first group.

20. Peer Review: Exchange the most current draft of your teaching philosophy statement (this should be at least your second draft) with another person in class (your choice; see me if you need me to find a partner for you) via email and complete the peer review form in the Assignments folder on Blackboard. Your comments should be at least 250 words in length and address all points and questions on the handout. Email the completed peer review worksheet and any comments you made on your partner's paper to both your partner & me (Insert Comment &/or Track Changes under the tool menu on MSWord are ideal for this, but you can also add comment in ALL CAPS or with a [colored](#) font).

Extra Credit [Handouts available in the extra credit folder under "Assignments" on Blackboard. Email completed handout and journal response to me]:

- A) Watch "American Tongues" in TLC and complete related worksheet
- B) Watch "Mother Tongue" and complete the related worksheet

G = *Guide to Home Language Repair*; CEL = *The Cambridge Encyclopedia of Language*;
 EL = *The English Language: An Owner's Manual*; GA = *Grammar Alive: A Guide for Teachers*

DATE	TOPIC	READING	JOURNAL
T 8/15	When did you learn grammar?		
R 8/17	Rules versus conventions	G 1-21; GA 3-9	#1
T 8/22	Language contexts and language play; Language Project Overview	CEL 48-65; EL 67-73 (74-104 recom'd)	#2
R 8/24	Language, education, and authority; Speaking Center Orientation	G 22-80; Reserve 1	#3
T 8/29	Literacy & education	Reserve 2	#4
R 8/31	Teaching language in school	GA 10-22; Reserve 3	#5
T 9/5	Speaking versus writing (Extra Credit: Watch "American Tongues" in TLC and complete related worksheet in Blackboard's Course Documents folder)	CEL 180-183; G 112- 120; EL 309-342	#6
R 9/7	Language projects due for class share		
T 9/12	Accounting for language differences	CEL 82-3; EL 277-308	#7
R 9/14	Propriety and poetry in language variations	G 95-111; CEL 71-75	#8
T 9/19	Describing Language	Reserve 4; EL 31-66; CEL 90-1, 162-3	#9
R 9/21	Language structures: Phonology; Linguistics Group Presentation Info <i>Extra Credit:</i> Attend the Honors Discussion on Black English in Faculty center from 4-5pm & email a brief (200 word) reflection	Reserve 5	#10
T 9/26	Language structures: Morphology	G 121-158; Reserve 6	#11
R 9/28	Rethinking the Teaching of Grammar; set groups and topics for presentations; (Take practice midterm on Blackboard.)	GA 23-36; EL 205-238; CEL 94-9	#12
T 10/3	Library Orientation & Research: Meet in library		
R 10/5	Rethinking the Teaching of Grammar; Midterm	G 81-94; GA 50-67; Reserve 7	#13
T 10/10	Fall Break		
R 10/12	Semiotics, signing, & gesture; Group work: Bring at least one completed annotated reference for work-shopping.	CEL 403-407 & 222-7	#14
T 10/17	Group Work		
R 10/19	Presentations #1-2		#15
T 10/24	Presentations #3-4		#16
R 10/26	Presentations #5-6; Philosophy Statement Info		
T 10/31	History of the English Language— meet in Graham 202 through 4/20; (Extra Credit: See <i>Mother Tongue</i> in TLC and complete related worksheet & journal)	EL 139-164	#17
R 11/2	Learning Language through Computers		
T 11/7	Learning Language through Computers		
R 11/9	Learning Language through Computers		
T 11/14	Computer Teaching Demonstrations 1-3 Draft Philosophy Statement due (by email)		#18
R 11/16	Computer Teaching Demonstrations 4-6		

T 11/21	Computer Teaching Demonstrations 7-8 & Critique of Blackboard		#19
R 11/23	Thanksgiving Break		
T 11/28	Grammar & Editing Workshop: Bring 2 copies of revised philosophy statement.		#20
R 11/30	Philosophy Statement due (email all copies to me)		

RESERVE READINGS

AUTHOR	TITLE	Reserve Reading #
Bean, et al.	Should we invite students to write in home dialects or languages? Complicating the yes/no debate. <i>Composition Studies</i> , v 31 n 1 (2003), pp. 25-42.	Reserve 3
Bullock, et al.	Annotated bibliography: Identifying, teaching, and mainstreaming children with learning disabilities	FYI
College Composition & Communication	Students' right to their own language	Reserve 3
Crystal, David	Cambridge encyclopedia of language	On-going; in Jackson lib.
Goodman, Ken	Phonology: The sound system	Reserve 5
Goodman, Yetta	Kid Watching	Reserve 1
Harste, J. C., Woodward, V. A., & Burke, C. L.	Rethinking development and organization	Reserve 2
Knoblauch, C. H.	Literacy and the politics of education	Reserve 2
Parker, K. & Riley, K.	Phonology	Reserve 5
Walker, Ariane	Philosophy Statement	FYI
Weaver, Constance	Learning theory and the teaching of grammar	Reserve 7
Webb, Karen	Black English: A discussion	Reserve 4
Yule, George	Words and word-formation processes	Reserve 6