Project Description

For this assignment, you will be paired with a classmate to select a chapter from Bauer & Trudgill's text, *Language Myths* to teach to the class.

The aim of the Bauer and Trudgill's book is to identify and tackle several popular linguistic notions or "myths" about language. Each short chapter is contributed by a different author who identifies the myth and then from a linguistic perspective shows why it is considered a misconception. The authors take for granted that these myths are simply part of our culture, and they seldom give information about how the myths emerged or what underlying cultural value the myths might represent.

For this project, you will need to discover the rationale or context for the misconception and explain why the topic is a "myth" about language by using sociolinguistic and linguistic arguments. You will want to examine the myth itself and the underlying issues that it represents about language and attitudes toward language users. In addition to your analysis, think of contemporary and original examples that further support your conclusions. The assumption of the text is that we all agree that each chapter's topic represents a "myth" about language. If you find through your research that you have a different conclusion than the author of the chapter, you are invited to share your conclusions and share your evidence and thinking process in reaching them.

Aim to consult and incorporate between 3-5 credible and useful sources.

Collaborative Oral Presentation

As honors students, you are familiar with our emphasis on collaborative learning. For this project, you will work with a partner to create a plan for teaching your selected Bauer & Trudgill chapter to the class. Before you teach, the class will be assigned the chapter to read. So, you will want to avoid simply regurgitating the information in the chapter. Consider ways to involve your audience in active learning opportunities. Use your creativity and originality as you prepare for your teaching session. Will you plan for interaction, or use new media, or music, or create a group activity, or play a game, or incorporate art, or demonstrate with role play?

Before you figure out *how* to teach the chapter, you will need to conduct a little more research about the topic than what is in your chapter. You might try to find an interesting and current study that tests the myth or an idea related to the myth. Or, you might find examples that support the arguments for busting the myth, but that are not mentioned in the chapter. Be sure to consult the presentation rubric as you plan and prepare for the content of your session.

The length of your teaching session should be around 20 minutes.

Write two pages

On the day that you teach, you will need to submit a two page document that you and your partner write together. In the document, summarize the content of your teaching session, the method/activities for your session, and annotate the resources that you have consulted.