

OUTLINE (30)	Typed, complete, & uses Monroe's Motivational Sequence	30	22
SOURCES (15)	At least 3 credible (primary) sources of information (no blogs, no wikipedia or random .com websites). Uses correct APA form.	15	0
TOPIC (4)	The topic is appropriate for your audience <i>Very!</i>	2	2
	Is limited and narrow enough to cover in a 3-5 minute speech	2	2
INTRODUCTION (10)	Interesting, attention-getting opening that made us want to listen	2	0
	States the proposition or speech thesis clearly	2	2
	Establishes the speaker's credibility	3	3
	Is well organized preview of the main points of the speech	3	3
	Organized by: NEED, SATISFACTION STEP, VISUALIZATION, ACTION	10	8
BODY (30)	Valid arguments, and emotional, logical or ethical appeals	5	5
	Strong evidence (citation of at least 3 sources with author & year)	9	3
	Clear statement of Main Points and Smooth transition sentences	6	5
CONCLUSION (10)	Summary of the main points	3	2
	There is a logical tie back to the main speech thesis	2	2
	There is a direct call to action	3	3
	There is a memorable closing statement	2	2
DELIVERY (36)	Animation and enthusiasm (Energy Level Displayed)	3	3
	Natural conversational tone/Vocal variation	5	5
	Appropriate vocal volume	5	5
	Vocal rate slow enough to be understood	5	5
	Good articulation/enunciation	4	4
	Vocal pauses between thoughts	4	4
	Facial expression	3	3
	Consistent eye contact (not reading notes)	5	5
Natural gestures	2	2	
USE OF AIDS (15)	Relevant and appropriate to the central idea and topics	5	0
	Large enough for entire audience to see (<u>not</u> one sheet passed around; may use handouts)	5	0
	Handling of <u>visual aids</u>	5	0

had a better attention
getter than if you
remember my 1st speech!

No Visualization

once you
get going you
passion
for the subject
was obvious

Citations of Sources (At least 3 primary sources required. Make sure to use APA or MLA format):

Acerrano, Anthony. "The new CPR: revised CPR guidelines are making it easier for even an untrained person to save a life." *Sports Afield* Sept.-Oct. 2015: 28+. General OneFile. Web. 8 Dec. 2015.

Walter, Laura. "In a heartbeat: it was long overdue, but I finally completed CPR/AED training." *EHS Today* Apr. 2012: 56. General OneFile. Web. 8 Dec. 2015.

Beck, L. (2013). Cengage Learning. In B. Narins (Ed.), *The Gale Encyclopedia of Nursing and Allied Health* (3rd ed., Vol. 2, pp. 647-651).

Nyanhete, Tinashe. "CPR Statistics" American Heart Association. Get Involved at Colgate, 2 Dec. 2011. Web. 09 Dec. 2015.

FANTASTIC SOURCES!

Citations of Sources (At least 3 primary sources required. Make sure to use APA or MLA format):

Shoichet, Catherine E. "Immigrants and Crime: Crunching the Numbers - CNNPolitics.com." *CNN*. Cable News Network, 08 July 2015. Web. 05 Dec. 2015.

"Health Care & Public Benefits." *DREAM Act: Summary*. N.p., May 2011. Web. 05 Dec. 2015."

McIntyre, Erin Siegal. "Life After Deportation: Exploring the Impacts and Effects of U.S. Immigration Policy." *The Huffington Post*. TheHuffingtonPost.com, 19 Nov. 2012. Web. 05 Dec. 2015.

"5 Facts about Illegal Immigration in the U.S." *Pew Research Center RSS*. N.p., 19 Nov. 2015. Web. 05 Dec. 2015.

No .com allowed on this speech

OK

15/15

format):

“The Bi-directional Relationship between Sleep and Immunity against infections”

Journal of Immunology Research (2015) *Academic Search Premier* Retrieved from

<http://0-web.a.ebscohost.com.webpac.peralta.edu/ehost/detail/detail?sid=d1d0200f-2bd8-472d-b3fe-b43d56512b4b%40sessionmgr4004&vid=0&hid=4104&bdata=JnNpdGU9ZWlhvc3QtbGl2O%3d%3d#AN=109448336&db=aph>

“Massage produces positive changes in your immune system:research has found that massage decreases levels of harmful stress hormones, especially Cortisol.” *Women’s Health Advisor*

(2010) Belvoir Media Group, LLC. *Academic OneFile*. Retrieved from

<http://go.galegroup.com/ps/i.do?id=GALE%7CA243789843&v=2.1&u=merrittcoll&it=r&p=ANE&sw=w&asid=77a092a3f7fe97781279f1de2daa1cad>

Pain relief without drugs or surgery. (2012). In Harvard Medical School, *Harvard Medical*

School special health reports. Boston, MA: Harvard Health Publications. Retrieved from

http://0-0-search.credoreference.com.webpac.peralta.edu.webpac.peralta.edu/content/entry/hhrvard/pain_relief_without_drugs_or_surgery/0

Professor Falco

November 10, 2015

Final Draft

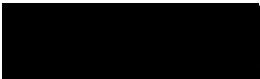
Experience of Language from the Perspective From Two Differing Individuals

Language barriers are ever-present in multicultural American communities. Amy Tan's "Mother Tongue" and Gloria Anzaldua's "How to Tame a Wild Tongue" explore the effects that language has on personal identity and the different variations of English that arise due to multiculturalism in many diverse communities in the United States. By definition, multiculturalism is defined as "the co-existence of diverse cultures, where culture includes racial, religious, or cultural groups and is manifested in customary behaviors, cultural assumptions and values, patterns of thinking, and communicative styles" (IFLA). Due to their native tongues and multicultural environments, Amy Tan and Gloria Anzaldua experience language barriers, know an array of English-language variations and struggle internally. Although they both experience language barriers, Amy Tan and Gloria Anzaldua experienced different internal struggles with language in their every day lives.

Amy Tan deals with an inner conflict on which English she should use in her writing, so she can incorporate her mother and people who also are just like her mother. She became a writer and learned Standard English, but she knew many variations of English that she could use. At school, she learned how to speak Standard English and at home, she learned English, just as her mother had taught her (Tan, 1). Amy's mother did not speak English, but a different variation of English (Tan, 1). Initially, Amy used

Standard English in her writing, but she did not take into consideration those readers who may not comprehend proper English. She decided to stay true to herself, so she states: "So with the reader in mind- and in fact she did read my early drafts- I began to write stories using all the Englishes I grew up with: the English I spoke to my mother, which for lack of a better term might be described as *simple*; the English she used with me, which for lack of better term might be described as *broken*; my translation of her Chinese, which could certainly be described as *watered down*; and what I imagined to be her translation of her Chinese if she could speak in perfect English..." (Tan, 3).

Gloria Anzaldua knew all these forms of two languages, Spanish and English, which then fused together to form a new language. Anzaldua then poses the following question: "For a people who are neither Spanish nor live in a country in which Spanish is the first language; for a people who live in a country in which English is the reigning tongue but who are not Anglo; for a people who cannot entirely identify with standard (formal, Castilian) Spanish nor English, what recourse is left to them but to create their own language?" (Anzaldua, 35). Anzaldua knew different forms of her mother tongue, English and a fused form of both languages. Gloria Anzaldua learned many variations of the English language from home, school, and environment (Anzaldua, 36). Just like Amy Tan, she became a writer, so she struggled which form of language she should use. Her search for her personal identity became part of her writing. Language became an integral part of her search of personal identity, so she expresses that internal struggle in her writing. She did not know what form of English she should write in since they were all part of her personal identity and she did not want to lose an integral part of herself in her writing.




Amy Tan and Gloria Anzaldua experienced injustice and prejudice by their family members, community, and society due to their language. In conjunction with Anzaldua, Tan learned how to speak Standard English, but she experienced much of the language barriers due to her mother. According to Amy Tan, her mother encountered many people at banks, hospitals and other public place who did not show her as much respect because of her speaking quality (Tan, 1). Tan would have to go and speak in behalf of her mother, in order for her mother to be better served. Tan would end up being the translator and her mother's personal linguist because many people would not comprehend how her mother would speak or they would look down upon Tan's mother as if she was not as intellectually competent due to her English (Tan, 2). Many of her experiences she encountered were due to her mother and her mother's mode of speaking English. She described her mother's way of speaking English as broken, fractured and limited, but as she grew older, she realized that it was quite the contrary and it had no reflection upon her mother's intellect (Tan, 1).

On the other hand, Anzaldua did not only endure scrutiny from society, but as well as from her own family, people, and community. In particular, her mother scrutinized how Anzaldua had an accent when speaking English (Anzaldua, 34). Her mother would not fail to mention how Gloria needed to speak proper English. At school, she would get in trouble for speaking her native tongue by her Anglo teachers (Anzaldua, 34). Not only did she receive scrutiny on how she spoke English, but on how she spoke Spanish (Anzaldua, 34-35). She received much of this criticism by her own people (Anzaldua, 35). "*Pocho*, cultural traitor, you're speaking the oppressor's language by speaking English, you're ruining the Spanish language" (Anzaldua, 35). Internally, Gloria

struggled to cope with which culture to identify with because of the many different variations of English and Spanish she spoke. Gloria Anzaldua struggled for self-identity. Anzaldua states: "A language which they can connect their identity to, one capable of communicating realities and values true to themselves- a language with terms that are neither *español ni inglés*, but both" (35). She attributes self-identity to language, so she deals with an internal struggle to find her identity and which language to link her identity with.

Eventually, Amy's mother becomes the source of her inspiration (Tan, 3). She realized that she needed to envision the readers of her work. They may be just like her mother. She then began to take pride of all the versions of English she learned while growing up. She found gratification knowing that her mother and others with the same language barriers would also be able to read her work.

Inadvertently, Gloria Anzaldua's struggle for identity and belonging became her source of inspiration for writing. "Now that we have a name, some of the fragmented pieces began to fall together- who we were, what we were, how we have evolved. We began to get glimpses of what we might eventually become" (Anzaldua, 44). Anzaldua articulates how her sense of belonging and identity began to form and how it led her to accept that her language is not inadequate or inappropriate. Anzaldua realizes that her many variations of English were formed due to her multicultural background and community. Gloria felt a sense of identity, confidence and honor to be able to use all forms of English in her writing. Gloria and Amy eventually took pride in their English variations.



According to Rusi Jaspal, “languages are not inherently ‘good’ or ‘bad’; value and meaning are conferred upon languages by people, which in turn gives rise to pervasive social representations” (19). Tan and Anzaldua eventually realize that the scrutiny that they receive is due to the meaning that society imposes on those that do not speak English properly. “Language seems to have two principal functions; it is, of course, an instrument of communication, but it can also constitute a means of asserting one’s identity or one’s distinctiveness from others” (Jaspal, 17). Gloria Anzaldua found that taking ownership of one’s language and culture was a way of reclaiming her identity. Amy Tan found joy that she was able to write for people just like her mother. Amy knew that she needed to accept her mother’s English in order to accept herself. Gloria and Amy learned from that language is a powerful tool for self-identity and expression. Although they spoke two different languages and experienced different realities, language became a way for them to learn about themselves and their personal identities.

Works Cited

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Tan, Amy. "Mother Tongue." *50 Essays a Portable Anthology*. Fourth Ed.

Bedford/St.Martin's: Boston, 2014. 417-423. Print.

Professor Falco

November 10, 2015

Final Draft

Experience of Language from the Perspective From Two Differing Individuals

Language barriers are ever-present in multicultural American communities. Amy Tan's "Mother Tongue" and Gloria Anzaldua's "How to Tame a Wild Tongue" explore the effects that language has on personal identity and the different variations of English that arise due to multiculturalism in many diverse communities in the United States. By definition, multiculturalism is ~~defined as~~ "the co-existence of diverse cultures, where culture includes racial, religious, or cultural groups and is manifested in customary behaviors, cultural assumptions and values, patterns of thinking, and communicative styles" (IFLA). Due to their native tongues and multicultural environments, Amy Tan and Gloria Anzaldua experience language barriers, know an array of English-language variations and struggle internally. Although they both experience language barriers, Amy Tan and Gloria Anzaldua experienced different internal struggles with language in their every day lives.

well done title.
Add detail - immigrant women or American women

Very well done thesis. Add clarity by naming the difference - what is different?

Amy Tan deals with an inner conflict on which English she should use in her writing, so she can incorporate her mother and people who also are just like her mother. She became a writer and learned Standard English, but she knew many variations of English that she could use. At school, she learned how to speak Standard English and at home, she learned English, just as her mother had taught her (Tan, 1). Amy's mother did not speak English, but a different variation of English (Tan, 1). Initially, Amy used

explain this.
what is her mom's background with the language? Can she use "limited English" to communicate?
or developing



Standard English in her writing, but she did not take into consideration those readers who may not comprehend ^{Standard or academic} proper English. She decided to stay true to herself, so she states:

^{avoid value} "So with the reader in mind- and in fact she did read my early drafts- I began to write stories using all the Englishes I grew up with: the English I spoke to my mother, which for lack of a better term might be described as *simple*; the English she used with me, which for lack of better term might be described as *broken*; my translation of her Chinese, which could certainly be described as *watered down*; and what I imagined to be her translation of her Chinese if she could speak in perfect English..." (Tan, 3). ^{Add analysis of quote.}

Gloria Anzaldua knew all these forms of two languages, Spanish and English, which then fused together to form a new language. ^{How did the new language support her? Add inferen} Anzaldua then poses the following question:

"For a people who are neither Spanish nor live in a country in which Spanish is the first language; for a people who live in a country in which English is the reigning tongue but who are not Anglo; for a people who cannot entirely identify with standard (formal, Castilian) Spanish nor English, what recourse is left to them but to create their own language?" (Anzaldua, 35). Anzaldua knew different forms of her mother tongue,

English and a fused form of both languages. ^{what does she call this? Add detail.} Gloria Anzaldua learned many variations of the English language from home, school, and environment (Anzaldua, 36). Just like Amy

Tan, she became a writer, so she struggled ^{with} which form of language she should use. Her

[✓] search for her personal identity became part of her writing. Language became an integral part of her search of personal identity, so she expresses that internal struggle in her writing. She did not know what form of English she should write in since they were all part of her personal identity and she did not want to lose an integral part of herself in her writing.

^{what decisions does she come to?}

[REDACTED]

Need transition word/phrase

Amy Tan and Gloria Anzaldua experienced injustice and prejudice by their family

✓+ members, community, and society due to their language. In conjunction with Anzaldua, Tan learned how to speak Standard English, but she experienced much of the language barriers due to her mother. According to Amy Tan, her mother encountered many people at banks, hospitals and other public place who did not show her as much respect because of her speaking quality (Tan, 1). Tan would have to go and speak in behalf of her mother, in order for her mother to be better served. Tan would end up being the translator and her mother's personal linguist because many people would not comprehend how her mother would speak or they would look down upon Tan's mother as if she was not as intellectually competent due to her English (Tan, 2). Many of her experiences she encountered were due to her mother and her mother's mode of speaking English. She described her mother's way of speaking English as broken, fractured and limited, but as she grew older, she realized that it was quite the contrary and it had no reflection upon her mother's intellect (Tan, 1).

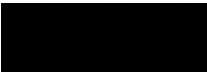
✓+ On the other hand, Anzaldua did not only endure scrutiny from society, but as well as from her own family, people, and community. In particular, her mother scrutinized how Anzaldua had an accent when speaking English (Anzaldua, 34). Her mother would not fail to mention how Gloria needed to speak proper English. At school, she would get in trouble for speaking her native tongue by her Anglo teachers (Anzaldua, 34). Not only did she receive scrutiny on how she spoke English, but on how she spoke Spanish (Anzaldua, 34-35). She received much of this criticism by her own people (Anzaldua, 35). "*Pocho*, cultural traitor, you're speaking the oppressor's language by speaking English, you're ruining the Spanish language" (Anzaldua, 35). Internally, Gloria

struggled to cope with which culture to identify with because of the many different variations of English and Spanish she spoke. Gloria Anzaldua struggled for self-identity. Anzaldua states: "A language which they can connect their identity to, one capable of communicating realities and values true to themselves- a language with terms that are neither *español ni ingles*, but both" (35). She attributes self-identity to language, so she deals with an internal struggle to find her identity and which language to link her identity with.

Eventually, Amy's mother becomes the source of her inspiration (Tan, 3). She realized that she needed to envision the readers of her work. They may be just like her mother. She then began to take pride of all the versions of English she learned while growing up. She found gratification knowing that her mother and others with the same language barriers would also be able to read her work.

Inadvertently, Gloria Anzaldua's struggle for identity and belonging became her source of inspiration for writing. "Now that we have a name, some of the fragmented pieces began to fall together- who we were, what we were, how we have evolved. We began to get glimpses of what we might eventually become" (Anzaldua, 44). Anzaldua articulates how her sense of belonging and identity began to form and how it led her to accept that her language is not inadequate or inappropriate. Anzaldua realizes that her many variations of English were formed due to her multicultural background and community. Gloria felt a sense of identity, confidence and honor to be able to use all forms of English in her writing. Gloria and Amy eventually took pride in their English variations.

TOPIC sentence
in your own words
before quotes/evidence



According to Rusi Jaspal, "languages are not inherently 'good' or 'bad'; value and meaning are conferred upon languages by people, which in turn gives rise to pervasive social representations" (19). Tan and Anzaldua eventually realize that the scrutiny that they receive is due to the meaning that society imposes on those that do not speak English properly. ^{Standard} "Language seems to have two principal functions; it is, of course, ^{Introduce speaker} an instrument of communication, but it can also constitute a means of asserting one's identity or one's distinctiveness from others" (Jaspal, 17). Gloria Anzaldua found that taking ownership of one's language and culture was a way of reclaiming her identity. Amy Tan found joy that she was able to write for people just like her mother. Amy knew that she needed to accept her mother's English in order to accept herself. Gloria and Amy learned from that language is a powerful tool for self-identity and expression. Although they spoke two different languages and experienced different realities, language became a way for them to learn about themselves and their personal identities.

✓

Works Cited

✓ If well done

Anzaldua, Gloria. "How to Tame a Wild Tongue." *50 Essays: A Portable Anthology*.

Fourth Ed. Boston - Bedford/St. Martin's, 2014. 33-45. Print.

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Tan, Amy. "Mother Tongue." *50 Essays a Portable Anthology*. Fourth Ed.

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English 1A

Falco/ Merritt

Nov. 24, 2015

Essay #3

Language and culture shape a person's identity. In "How to Tame a Wild Tongue", by Gloria Anzaldua, she shares her experience trying to find her identity which crashed between two different cultures. She tried to stay connected to her Mexican roots, but living in the United States made it difficult for her. Similarly, Amy Tan writes "Mother Tongue", in which she shares her experience growing up with her mother who spoke a "different" type of English. Anzaldua and Tan had a negative experience with the English language growing up. Both of them were trying to identify themselves with society but it was frustrating because of English language distinctions. It was frustrating for Anzaldua not being accepted when she was younger, but she stayed true to herself by speaking Spanish. Tan was able to understand her mother's struggles, which let her to see a different side of herself.

Although Anzaldua wanted to embrace her roots by speaking Spanish, Anglo teachers did not approve of that. Anzaldua became frustrated because she was not allowed to speak her own language. When she was younger, she would get punished by Anglo teachers at school whenever she spoke Spanish. The teachers would tell her, "If you want to be American, speak 'American'. If you don't like it, go back to Mexico where you belong" (34). She was not being allowed to be herself, speaking Spanish was part of her. Anzaldua was caught between fitting in at school being "American" and her own Mexican culture. For some Mexican American families it's frustrating to live in a country where speaking your language is not accepted, they are not

accepted as normal because of such thing. Robert McRuer, an American theorist and professor at The George Washington University, wrote an article about what is normal and how people fall into specific categories that are not "normal". McRuer states, "For Anzaldua and innumerable other critics of the normal, this border crossing has consequences. Lives lived beyond the confines of the normal have been marked as illegitimate and targeted for surveillance, control, correction, confinement, and even elimination." (McRuer, 2014). This relates to Anzaldua's frustration because it was as if she was being controlled or corrected. The teachers that were discriminating her were trying to get rid of language.

Even though Amy Tan spoke English, it was frustrating for her adapting to the way her mother spoke the same language, because at a young age she felt ashamed. Tan's mother spoke English, but Tan labeled it as broken English. Tan realized that although her mother had broken English, she was able to understand her perfectly (418) but it became frustrating for her when other people would not understand her. "It has become our language of intimacy, a different sort of English that relates to family talk, the language I grew up with" (418). Tan admits that the way her mother spoke English ashamed her when she was younger, not realizing that she spoke that way as well when she communicated with her. (418). Tan felt comfortable speaking to her mother at home. She realized that it was frustrating for her mother as well when others did not understand her. Many Asian migrate to the United States with very limited communication skills. Richard L. Worsnop and Marc Leepson wrote a report about Asian Americans in the United States. They state that, "The Asian-American community actually is a mosaic of nationality groups with differing cultural and linguistic backgrounds. Many newly arrived Asian immigrants are poor and barely literate." (Worsnop, Richard L. Marc Leepson, 1991). This relates to Amy Tan's mother. Tan called her mother's English broken but to her mother it was not broken, it was



Works Cited

Anzaldua, G. (2014). How to Tame a Wild Tongue. In S. Cohen, *50 Essay: A Portable Anthology*. Boston, New York: Bedford/ St. Martin's.

Tan, A. (2014). Mother Tongue. In S. Cohen, *50 Essay: A Portable Anthology*. Boston, New York: Bedford/ St. Martin's.

McRuer, Robert. "Normal." *Keywords for American Cultural Studies*. Eds. Bruce Burgett and Glenn Hendler. New York: New York University Press, 2014. *Credo Reference*. Web. 24 Nov. 2015.

Worsnop, Richard L., and Marc Leepson. "Asian Americans." *CQ Researcher* 13 Dec. 1991: 41-60. Web. 24 Nov. 2015.



✓+ English 1A

Falco/ Merritt

Nov. 24, 2015

Essay #3 *Add creative title in your own words*

Language and culture shape a person's identity. In "How to Tame a Wild Tongue", by Gloria Anzaldua, she shares her experience trying to find her identity which crashed between two different cultures. She tried to stay connected to her Mexican roots, but living in the United States made it difficult for her. Similarly, Amy Tan writes "Mother Tongue", in which she shares her experience growing up with her mother who spoke a "different" type of English. Anzaldua and Tan had a negative experience with the English language growing up. Both of them were trying to identify themselves with society but it was frustrating because of English language distinctions. It was frustrating for Anzaldua not being accepted when she was younger, but she

As well as writing in Spanish and analyzing language

coordinating conjunction
and also discrimination in US society
stayed true to herself by speaking Spanish. *similarly* Tan was able to understand her mother's struggles, which let her to see a different side of herself.

well done thesis - can add conjunctive adv + adverb to fuse two sentences into one.
which side? Add detail
Although Anzaldua wanted to embrace her roots by speaking Spanish, Anglo teachers did not approve of that. Anzaldua became frustrated because she was not allowed to speak her own *add your inference - why didn't they approve? how did this affect Anzaldua*

language. When she was younger, she would get punished by Anglo teachers at school whenever she spoke Spanish. The teachers would tell her, "If you want to be American, speak 'American'.

If you don't like it, go back to Mexico where you belong" (34). She was not being allowed to be herself, speaking Spanish was part of her. Anzaldua was caught between fitting in at school and

being "American" and her own Mexican culture. For some Mexican American families it's frustrating to live in a country where speaking your language is not accepted, they are not

their (avoid addressing reader)

list needs commas

Semicolon to fuse independent clauses

accepted as normal because of such thing. Robert McRuer, an American theorists and professor at The George Washington University, wrote an article about what is normal and how people fall into specific categories that are not "normal". McRuer states, "For Anzaldua and innumerable other critics of the normal, this border crossing has consequences. Lives lived beyond the confines of the normal have been marked as illegitimate and targeted for surveillance, control, correction, confinement, and even elimination." (McRuer, 2014). This relates to Anzaldua's

frustration because it was as if she was being controlled or corrected. The teachers that were discriminating ^{against} her were trying to get rid of ^{Spanish} language.

(Additional research here about the English language in schools in the 1950s was a great effect)

Even though Amy Tan spoke English, it was frustrating for her adapting to the way her mother spoke the same language because at a young age she felt ashamed. Tan's mother spoke English, but Tan labeled it as "broken" English. Tan realized that although her mother had broken English, she was able to understand her perfectly (418) but it became frustrating for her when other people would not understand her. "It has become our language of intimacy, a different sort of English that relates to family talk, the language I grew up with" (418). Tan admits that the way her mother spoke English ^{shamed} ^{or "made her feel ashamed"} ^{revise for clarity} ~~that way as well~~ when she communicated with her. (418). Tan felt comfortable speaking to her mother at home. She realized that it was frustrating for her mother as well when others did not

understand her. Many Asian ^s migrate to the United States with very limited communication skills.

(Chinese-Americans) - specific

Richard L. Worsnop and Marc Leepson wrote a report about Asian Americans in the United States. They state that, "The Asian-American community actually is a mosaic of nationality groups with differing cultural and linguistic backgrounds. Many newly arrived Asian immigrants are poor and barely literate." (Worsnop, Richard L. Marc Leepson, 1991). This relates to Amy Tan's mother. Tan called her mother's English broken but to her mother it was not broken, it was

Page # here

Page # here

Excellent Citation

How does TAN feel about this word?



normal and the only one she knew (420). Tan became aware that it was not bad or broken and she accepted it, not feeling ashamed by it any longer. ✓

In conclusion, Anzaldua and Tan shared similar frustrations growing up finding their identity with language. Even though Tan's experience was with her mother, it affected her in a similar way as Anzaldua. Tan's journey was that she recognized that mother's "broken" English is actually not broken. She realized that the way her mother speak does not define her as a person. She is not ashamed to translate or explain things that her mother does not understand.

Anzaldua's journey is to represent her roots and use the different types of English, Spanish and Spanglish for her advantage. She will not allow others to discriminate against her and is proud of being a Chicana. Both women have learned to embrace their culture and identities with their peers as well as with other people around them. They are also of immigrant families who get to experience the realities of racism and discrimination.

investigate this more. why is this so effective and powerful?
define this in essay

1pg short, -5pts.

Works Cited

Anzaldua, G. (2014). How to Tame a Wild Tongue. ^{Ed.} In S. Cohen, *50 Essay: A Portable Anthology*. ^{just one city} boston, New York: Bedford/ St. Martin's.

Tan, A. (2014). Mother Tongue. ^{Ed.} In S. Cohen, *50 Essay: A Portable Anthology*. ^{my} boston, New York: Bedford/ St. Martin's.

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Worsnop, Richard L., and Marc Leepson. "Asian Americans." *CQ Researcher* 13 Dec. 1991: 41-60. Web. 24 Nov. 2015.

✓+
Excellent

Sherman Alexie and Malcolm X: Reading and Me

Have you ever stopped for a moment and considered how amazing the ability to read is? If you are reading this paper, then you are one of the many people who have been fortunate enough to reap the benefits. Education should be a basic human right, but the unfortunate truth is not every person has the resources to learn a new world. People who aren't educated end up missing out on many opportunities in life. Thus, when one has the opportunity to learn one has to give it their all. Comparing the two essays by Sherman Alexie and Malcolm X has bestowed a new perspective on the importance of education. Alexie's essay, titled "The Joy of Reading and Writing: Superman and Me" has many distinct similarities with Malcolm X's, "Learning to Read." For these two men, reading was necessity to transform their lives. Also, they both had similar upbringing in terms of being men of color and neither came from the most affluent families. Once they started reading, they explain the new world of possibilities that opened up for them. Additionally, they had people who they looked up to who were pushing them to learn more. Also, they learned that knowledge is power, and educated themselves on their ethnic background. Alexie and Malcolm X learned that education could save their lives, they weren't expected to amount to much, therefore learning that they could be somebody was the greatest thing that ever happened to them.

For Alexie and Malcolm X, learning to read opened their eyes to a world full of possibility and they did not expect the positive outcomes that came with it. Alexie says that, "A smart Indian is a dangerous person, widely feared and ridiculed by Indians and non-Indians alike."(17) Alexie really feels strongly that reading is knowledge, and most people will fear what

English 1A

11/24/2015

they don't know. If an Indian is powerful because he knows his history, then that makes them a big threat to society. They're expected to be ignorant and just keep to themselves, but Alexie refuses. What makes him so powerful is his ability to find things out for himself, instead of accepting everything they tell him as facts. Similarly, Malcolm describes the power that he felt as he began to put words together and really dove into reading, "Anyone who has read a great deal can imagine the new world that opened." (275) He felt as if the doors swung open the moment he started piecing together words from a book. Malcolm described the fascination of realizing there was so many words to learn. (274) What he means by a new world that opened is that he now was realizing there was so much more to life that he had never experienced before. For the first time, he was able to read and comprehend things that he couldn't in the past. Alexie and Malcolm X both took advantage of the benefits of reading and in turn gave them more possibilities.

Additionally, Alexie and Malcolm had role models they looked up to who pushed them to put more effort into their readings, if they had not had a role model they wouldn't have been as motivated as they were. For Alexie, his inspiration to read as much as he could stemmed from his close relationship with his father. Alexie describes his father, "My father loves books, and since I loved my father with an aching devotion I decided to love books as well." Since Alexie's father was someone who loved reading it pushed Alexie to be the same. His love for his father is what kept him reading at all times. He wanted to make him proud, and one day read as many books as him. Similarly, Malcolm X's role model also pushed him to learn to read. He found himself in jail, and trying to communicate with Elijah Muhammad, who was Malcolm X's

English 1A

11/24/2015

mentor and friend. He describes, "I became increasingly frustrated at not being able to express what I wanted to convey in letters that I wrote, especially those to M.r Elijah Muhammad."(273) If it had not been for Malcolm's desire to communicate efficiently with Elijah, he wouldn't have been so frustrated at his inability to read. He wanted Elijah to understand what he was feeling but he couldn't at the time. He looked up to Elijah, and this certainly played a role in Malcolm X's desire to learn how to read. Motivations in reading in an important factor, Dr. Andrew K. Shanton writes, "It is vital that we take a suitably broad perspective on the purposes that drive young people to read and – by extension – appreciate the true worth of the skill." Research proves that one must look at the driving force behind students wanting to learn to truly help them. Therefore, both of these men had people who they looked up to, and when one has someone pushing them to do better, inevitably one will persevere. They were very fortunate for this reason, and perhaps if they didn't have anyone there they wouldn't have gone as far in life as they did.

Lastly, Alexie and Malcolm X learned a great deal about their background and in turn changed their lives forever. Alexie learned about Indians and some of what they have achieved, "I was never taught to write poetry, short stories, or novels. I was certainly never taught that Indians wrote poetry, short stories, or novels. Writing was something beyond Indians." Alexie was never taught about his culture and what his people have achieved. He was being misled that Indians were just didn't write. Through reading he is able to learn and feel empowered in finding inspirations through others like him. Now he teaches poetry to young Indian kids like himself, giving them hope for a brighter future.(18) Likewise, Malcolm X learned a vast amount

English 1A

11/24/2015

of information about his ethnic background. He was not pleased with what he read. He describes, "I will never forget how shocked I was when I began reading about slavery's total horror. It made such an impact upon me that it later became one of my favorite subjects when I became a minister of Mr. Muhammad's."(278) Malcolm's whole life changed when he learned about what his people had been through, so much so that he started educating others about the unjust acts of this country. He became a civil rights activist, armed with knowledge about his past that people couldn't deny. He has had a rippling impact through his political views, Seth Markle writes, "And it is in Malcolm X's call for sustained critical engagement with US foreign policies and the corporate monopolization of the press that, I believe, his emphasis on the process of political friendship holds incredible currency for today." Even years after his unfortunate assassination, Malcolm's words and policies still resonate today. Malcolm's whole perspective changed through reading. Both of the writers manifested into what they were supposed to become by learning that there were people like them who they needed Alexie and Malcolm X to speak out and give them hope.

If we can imagine that both of these men were in a way saved by reading, they were exposed to a brand new world. They had many endless possibilities and reading helped them become more aware and conscious of everything going on in their lives. It transformed them from being unknowing into powerful leaders for their race. Clearly, education played a prominent role in their lives. By giving importance to their education, they were able to open a new world and discover how to make life for themselves better. They were both determined to read, and they both succeeded. Reading saves lives and they are proof of it.

English 1A

11/24/2015

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