

Language and Literacy in Transnational Context
Honors Option Reading Group
Dr. Omowumi Olufunmbi Elemo-Kaka, MC 231, Section 002

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Zoom: <https://msu.zoom.us/j/98900013567> (Passcode: 880183)
Meets: Tuesday, 5:00 - 6:00 PM

About the Reading Group

This interdisciplinary reading group is intended to extend the theoretical concepts and topics of global politics and inequalities from MC 231 to the realm of language and literacy. We will read to discuss what roles language and literacy play in shaping sociocultural ideologies in language hierarchies, identities, and global and local social injustice. There will be four topical themes—hence, four total sessions throughout the semester—corresponding to the way MC 231 is scaffolded.

Session 1 (**Feb 8**) - Language Difference and Standard Language Ideologies

- Lippi-Green, R. (1997). Introduction: Language ideology: science fiction? In [*English with an accent: Language, ideology, and discrimination in the United States*](#) (pp. 3-6). Routledge.
- Lippi-Green, R. (1997). Chapter 1: The linguistic facts of life. In [*English with an accent: Language, ideology, and discrimination in the United States*](#) (pp. 7-40). Routledge.

Session 2 (**Mar 1**) - English Language and Colonialism

- Pennycook, A. (2007). [*ELT and colonialism*](#). In J. Cummins & C. Davison (Eds.), *International handbook of language teaching* (pp. 13-24). New York: Spring Science + Business Media.

Session 3 (**Mar 22**) - Black Language and Identity

- Baker-Bell, A. (2020). Chapter 1: Black Language is good on any MLK Boulevard. In [*Linguistic justice: Black language, literacy, identity, and pedagogy*](#) (pp. 1-10). New York: Routledge and Urbana, IL: NCTE.
- Baker-Bell, A., William-Farrier, B. J., Jackson, D., Johnson, L., Kynard, C., & McMurtry, T. (2020, July). [*This ain't another statement! This is a DEMAND of Black Linguistic Justice!*](#) NCTE.

Session 4 (**Apr 12**) - Transnational Literacy and Identity Reflection on Language Talk

- Horner, B., & Trimbur, J. (2002). [*English only and US college composition*](#). *College Composition and Communication*, 53(4), 594-630.
- Lu, M. Z. (1987). [*From silence to words: Writing as struggle*](#). *College English*, 49(4), 437-448.

Participation Commitments

1. *Readings.* Please come to the sessions prepared by reading the assigned readings and other reading practices that help you engage in conversation such as notes.
2. *Discussion Questions.* Submit ONE (1) discussion question before the day of each session.
3. *Respectful Engagement.* I believe that our reading group is a sort of a sacred space where we come together and discuss our world and space critically. It is important that we engage in thoughtful conversation by respecting each other's individual uniqueness and complexity and abstaining from generalizations.
4. *Exit Writing.* After each reading group, find an example of how discussed language ideologies (e.g., colonialism in English language, Anti-Black Language, perpetually deficit multilinguals) manifests in the real world. Examples could be from policies, education, history, research, literary works, social media, pop culture, personal experiences, and more. Then write a 300 word post explaining the context of the example itself and how it manifests unjust linguistic treatment. Your post should include: (1) a quick recap of the context of the example—where you found it, the audience, the author, the purpose, etc., (2) an analysis of the language bias/discrimination/privilege in the example, explaining who is under influence and who has the power of decision making, (3) a discussion of the implications and why it matters, and (4) citation using hyper-linked titles or APA/MLA style.