

HISTORICAL LINGUISTIC RESEARCH PROJECT

The HLRP is a semester-long project that you can do as an individual or as a group of 2 to 4 people. Below you can find a schedule for the project that explains what is due at each point, followed by a detailed description of the formal written assignments.

HLRP PROPOSAL: Due in class and on Blackboard on 9/22

The proposal will be two paragraphs. In the first paragraph, you will explain which topic your project will address and why your topic is important, and in the second paragraph you will explain how you plan to begin researching your topic. Bring a hard copy to class, and post a copy *before class* on the "Post HLRP Proposals here" link on the HLRP page of the class Blackboard site.

If you know at the time of submitting the proposal that you want to work in a specific group, identify your fellow group members on your proposal.

HLRP ANNOTATED BIBLIOGRAPHY:

**Four copies of a rough draft due in class on 10/6
Revised draft due at Turnitin.com by 10:00 a.m. on Monday 10/12**

See below for detailed instructions.

READINGS FOR HLRP TEACHING SESSION: Due before class 11/3

By the beginning of class on 11/3, you must provide Dr. Blackmore with a clean photocopy or scan of the reading that you will assign for the class to read in preparation for your HLRP Teaching Session. Make certain that your copy or scan includes all information necessary to complete a works cited entry for the reading. (You can provide a works cited entry on a separate page, or include the title page and copyright page.)

HLRP ESSAY:

**Four copies of a rough draft due in class on 11/3
Revised draft due at Turnitin.com on Monday 11/9**

See below for detailed instructions.

HLRP TEACHING SESSION: In class 11/17-12/11

You will teach an approximately 30-minute class session on your HLRP topic. If you are working in a group, the group as a whole will teach a session equal to the number of group members times 30 minutes, with each group member playing a significant leadership role during the larger session.

It is up to you how you teach your session, but your goal should be to engage the

class in a lively, active discussion of your topic, rather than simply lecturing to the class about that topic.

A schedule of teaching dates will be distributed prior to 11/17. **You must schedule and attend a conference with Dr. B. at least one week before your scheduled teaching date. You should come to that conference with a detailed plan for your lesson and any materials that you would like Dr. B. to look over.**

Your session must include a works cited page for all sources used. You can include this in a Power Point or Prezi presentation, or else distribute it to the class in written form.

After your session, email any materials you have used in your session (Power Point or Prezi presentation, handouts, works cited page, etc.) to Dr. Blackmore at dblackmore@njcu.edu, so that he can post them on Blackboard for students' future reference.

ASSIGNMENT GUIDELINES: LHRP ANNOTATED BIBLIOGRAPHY

Four copies of a carefully edited and proofread draft of your bibliography are due in class on 10/6. A revised draft is due at Turnitin.com by 10:00 a.m. on Monday 10/12. You will need to set up an account for yourself at Turnitin.com (if you do not already have one) and then submit the document to our class site.

Once you have received your graded bibliography back from Dr. B., you are encouraged to further revise it and re-submit it for re-grading, any time up until 1:30 p.m. on 12/16.

General Guidelines:

At the beginning of your document, identify the language topic you are working with in your bibliography title. Then provide an introductory paragraph that explains in several sentences the larger topic you are working with and the specific focus that you are bringing to that topic.

Your bibliography must include at least five sources. Individual articles or chapters within a larger book can be counted as separate entries, but you must make sure that not all of your sources are taken from the same book.

You may include one non-academic source such as a web page, video, magazine, TV show, etc., but at least four of your sources must be academic sources (books and articles in scholarly books or journals, including journals you access through academic search engines like Academic Search Premier).

Guidelines for Source Entries:

Each entry should begin with a full MLA citation for the source being examined. You should be sure to follow MLA works cited guidelines. Purdue University's OWL web site is an excellent resource for getting your MLA format perfect:
<http://owl.english.purdue.edu/owl/resource/747/05/>.

Note: If Dr. B. is vacillating between two different grades as he grades your work, he will decide which of the two grades to give you based upon your MLA formatting. If it is in perfect format, you will get the higher grade. If it is not, you will get the lower grade. Be sure to follow 2009 guidelines, which have changed in several important ways from earlier guidelines.

If you are using only one chapter or section from a book, be sure to use the "Work in an Anthology" format to identify the specific section to which you are referring.

Be sure to keep your works cited listing double-spaced, and to format it with a hanging indent so that everything after the first line of the entry will be indented one tab. (Do not do this manually line by line; rather you should use the ruler to set up a hanging indent.)

The body of each entry should include at least two full paragraphs. Like the citation itself, these paragraphs should be double-spaced, and you should skip an extra space between the two paragraphs. The paragraphs should be indented one tab on the left, so that the paragraphs line up with indented lines of the works cited entry. (See below for an example of this formatting.)

The first paragraph should provide a brief summary of the source. You should focus on what the source is arguing, and how it supports its argument. It's often helpful to provide examples of specific points that the source examines.

The second paragraph should evaluate the usefulness of the source in the specific context of teaching about your language topic. How can the source help you to prepare to teach our class? Would the source be useful as an assigned reading for the entire class to read? Do you feel that the source's argumentation and evidence are strong enough to make it a valuable resource? [Note to the wise: If a source is not useful for teaching your topic, you should not include it in your bibliography.]

Your bibliography should be meticulously proofread and should follow all the conventions of Standard Written English. If there are any SWE problems your professors have identified in previous written work, you should make sure that you have your own specific strategy for identifying and fixing these problems during the editing and proofreading process.

It is strongly recommended that students schedule and attend an individual conference with both Dr. Blackmore and a tutor in the Writing Center in the course of preparing

this bibliography.

Sample Entry for an HLRP on English in the Philippines:

McFarland, Curtis D. "Linguistic Diversity and English in the Philippines." *Philippine English: Linguistic and Literary Perspectives*, edited by Ma. Lourdes S. Bautista and Kingsley Bolton, Hong Kong UP, 2008, pp. 132-155.

This article provides a highly technical linguistic overview of the wide variety of indigenous languages in the Philippines and then examines briefly some ways that English interacts with these languages. After proving how varied these languages are—even though they are closely related to each other—McFarland examines some technical aspects of these languages, such as lexicon, phonology, and syntax. He then looks at some of the ways that the presence of English has affected these languages, as well as some of the ways that these languages have influenced the specific forms that English takes within the Philippines.

Because of its highly technical language—the article seems to be written for professional linguists, not college students with a limited exposure to linguistics—and because the article is centered on the indigenous languages rather than English, I would not assign this article for the entire class to read. However, it will help me prepare to teach the class about language diversity in the Philippines, which is related to the question of what role the English language should play in the Philippines today. It will also help me to understand why Philippine English has some of the specific linguistic characteristics that it has—since many of these characteristics are due to language mixing between English and the various indigenous languages.

**ASSIGNMENT GUIDELINES:
HLRP ESSAY**

Draft due in class on 11/3 (4 hard copies)

You will bring **four copies** of a carefully edited and proofread draft of your essay to class on 11/3. We will do peer editing that day, and some of you will meet one-on-one with Dr. Blackmore to discuss your draft. Those who do not meet with Dr. B. during class time must set up an appointment to meet with him outside of class time.

Guidelines:

In an essay of roughly 4 to 6 pages, explain what your topic is and what your research has revealed about it. You should explain why your topic is important, and you should organize your essay around a central thesis about the topic.

Pay particular attention to why it is important to *teach about* your topic—to your classmates in our class, and to any other constituencies (such as your future students or colleagues) for whom it would be valuable.

In this essay, you should be less interested in *covering* all the *facts* about your topic, and more interested in *identifying* important *questions* and *controversies* related to your topic, as well as giving your own take on these questions and controversies.

You should refer specifically to—and quote from—several research sources, including at least some scholarly sources. You must cite these sources according to 2009 MLA guidelines, including a perfect works cited page. Your entire essay should follow MLA formatting guidelines.

Be sure to follow all conventions of Standard Written English in your essay, paying particular attention to any SWE issues that your previous instructors have identified.

Revised draft due at Turnitin.com on Monday 11/9 (digital only)

A carefully revised draft of your essay is due at Turnitin.com by 10:00 a.m. on Monday 11/9. Dr. Blackmore will download your essay, grade it with comments, and return it to you via email. Once you have received the graded essay back, you are encouraged to revise it yet again, with a final deadline of 1:30 p.m. on 12/16 at Turnitin.com for any revisions.