

Appendix

HOW MANY? - Written by Casey _____

- 1 How MANY 'mo dime's ♦ you *gotta snit* (nigga please)
- 2 How MANY time's ♦ you made bale.
- 3 How MANY 'mo *feri's* ♦ you gotta serve
- 4 I *gotta* know how long you ♦ on the curve.
- 5 Wasting 'yo life cutting time like a knife
- 6 How MANY sack's of *marijuawanna* ♦ you gone bag
- 7 You ♦ getting paid On the corner and you brag.
- 8 Killing soul's no chance of getting old
- 9 You *wanna* quit
- 10 *Cause* you *feeling like shii*.
- 11 With fancy car's, getting paid like star's.
- 12 It *ain't* gone last
- 13 Only end with a blast.
- 14 Easy cash with a hard way out
- 15 Your inner-self is the thing that you 'doubt.
- 16 Feeling used from the game you abuse.
- 17 Remember there's only two ways to get out
- 18 A bullet in your head or cops up in your house.
- 19 Either way, it's gonna take away your day.
- 20 The root to all evil is the old mighty dollar
- 21 You living well with gold around your collar.
- 22 How MANY, How MANY times
- 23 Please listen to this rhyme.

KEY TO SYMBOLS

gone= African American Vernacular English

♦ = African American Vernacular English deletion

gotta= vernacular not specific to African American Vernacular English

'_doubt= hypercorrected mechanics

⌘= single-line couplet/variation in structural choice/note figures of speech

LINES TO NOTE

Line 17: Exhortation

Lines 18, 19: Threats

Line 20: Aphorism

Line 22: Repeated rhetorical question

Line 23: Direct appeal

Lines 17-22: Shift in tone and literary conventions, and shift away from AAVE/Signal shift in perceived audience

Recent LED Doctoral Graduates

While the primary purpose of the Working Papers in Educational Linguistics is to present works in progress by students and professors on a range of topics, we also would like to help our readers become informed about the dissertation work of recent doctoral graduates of the Language in Education Division of the University of Pennsylvania Graduate School of Education. The abstracts of these dissertations will soon be available at the WPEL web site: <http://gse.upenn.edu/wpel/index.http>.

MAY 1997

Hao-Jan Howard Chen, Ph.D.

"A Study of the Effect of Corrective Feedback on Foreign Language Learning: American Students Learning Chinese Classifiers."

Chair: Dr. Teresa Pica

JULY 1997

Wilma Burnette Kerr, Ed.D.

"Curriculum Innovation and the Change Process in an Urban Comprehensive High School: A Focus on Five Teachers in Major Subject Areas."

Chair: Dr. Brian Street

SEPTEMBER 1997

Patricia Ellen Calderwood, Ph.D.

"Understanding Community: A Comparison of the Tasks of Community in Four School Settings."

Chair: Dr. Frederick Erickson

Angela Creese, Ph.D.

"Mainstreaming as Language Policy and Classroom Practice: An Interpretive Study of Partner Teachers' Roles, Relationships and Talk in Multilingual British Secondary Schools."

Chair: Dr. Nancy Hornberger

Mary Jean Tecce DeCarlo, Ed.D.

"Health Literacy: A Participatory Curriculum Enacted in the United States and Honduras."

Chair: Dr. Morton Botel

Carolyn Marie Goodspeed, Ed.D.

"High-Risk College Freshmen: Toward Understanding Academic Success."

Chair: Dr. Morton Botel

Kendall King, Ph.D.

"Language Revitalization in the Andes: Quichua Instruction, Use, and Identity in Saraguro, Ecuador."

Chair: **Dr. Nancy Hornberger**

Deborah Lynne Moekel, Ph.D.

"Negotiating Problems Space: Student Needs Assessment in a Community College Academic Support Center as a Basis for Reflective Practice for Learning Specialists."

Chair: **Marcia Luanne Moyer, Ed.D.**

Marcia Luanne Moyer, Ed.D.

"Pennsylvania's Instructional Support Team and the Pennsylvania Framework: Is There Common Ground?"

Chair: **Dr. Morton Botel**

Susanne Nimmrichter, Ph.D.

"The Role of Universal Grammar in Second Language Acquisition: Explaining Variability of Verb Placement in L2 German."

Chair: **Dr. Teresa Pica**

Yoshiko Okushi, Ph.D.

"Patterns of Honorific Use in the Everyday Speech of Four Japanese Women."

Chair: **Dr. Nancy Hornberger**

Ellen Skilton-Sylvester, Ph.D.

"Inside, Outside, and In-Between: Identities, Literacies and Educational Policies in the Lives of Cambodian Women and Girls in Philadelphia."

Chair: **Dr. Nancy Hornberger**

Mohamad-Hassan Zakaria, Ph.D.

"Acquisition Planning for English: A Case in Malaysian Tertiary Education."

Chair: **Dr. Nancy Hornberger**

JANUARY 1998

Janice Lake Betts, Ed.D.

"A Case Study of the Participatory Playwriting Process with Juvenile Offenders."

Chair: **Dr. Morton Botel**

Catherine Elizabeth Luna, Ph.D.

"Otherwise Qualified: An Action-Oriented Study of the Experiences of Learning Disabled Labeled Undergraduates at an Ivy League University."

Chair: **Dr. Susan Lytle**

MARCH 1998

Linda S. Irwin, Ph.D.

"A Reading Specialist's Story of Reflection and Collaboration: An Endeavor to Support Peers as They Practice Flexible Grouping to Meet Students' Literacy Needs."

Chair: **Dr. Morton Botel**

MAY 1998

Caroline Brayer Ebby, Ph.D.

"Practicing What We Teach: Constructivist Approach to Mathematics Teacher Education."

Chair: **Dr. Vivian Gadsen**

JUNE 1998

Molly Warner Patterson, Ed.D.

"The Changing Role of the Reading Specialist in Independent Schools: Caught in the Crossfire of (Un)Spoken Dialogues Surrounding Independent Schools' Ability to Accommodate a Range of Student Needs."

Chair: **Dr. Morton Botel**

OCTOBER 1998

Thomas W. Adams, Ph.D.

"Gesture in Foreigner Talk."

Chair: **Dr. Teresa Pica**

Lisa A. Barnes, Ph.D.

"Reading Types, Strategies, Attitudes and Habits: An Investigation of Reading Behaviors and Perceptions in One Whole Language Community College Reading Classroom."

Chair: **Dr. Morton Botel**

Alisa Ann Belzer, Ph.D.

"Doing School and Doing School Differently: The Perspectives of Five Adult Learners on Their Past and Current Educational Experiences."

Chair: **Dr. Frederick Erikson**

Anastasia Germain, Ph.D.

"At-Risk Elementary Students Reflect on their Reading through Collaborative Retrospective Miscue Analysis."

Chair: **Dr. Morton Botel**

- Bernadette Margaret Janis, Ed.D.
 "Neighborhood Family Literacy Beliefs and Practices."
 Chair: **Dr. Morton Botel**
JANUARY 1999
 Fara Wan-Mansor, Ph.D.
 "Interaction on the Network: A Care of PennMOO among ESL Learners."
 Chair: **Dr. Nancy Hornberger**
MAY 1999
 Diane D. Anderson, Ph.D.
 "Casting Gender: The Constitution of Social Identities through Literacy Practices among Third and Fourth Graders."
 Chair: **Dr. Lawrence Sipe**
 Mitsuo Kubota, Ph.D.
 "Choices of Performed Identities: Negotiating, Constructing and Displaying Identities in an Adult ESL Classroom for Teaching and Learning Communicative Competence."
 Chair: **Dr. Rebecca Freeman**
 Mellinee Lesley, Ph.D.
 "Toward a Transformative Model of Professional Development: Teachers' Construction of Professional Identities and Issues in Children's Literacies."
 Chair: **Dr. Morton Botel**
AUGUST 1999
 Dina H. Portnoy, Ph.D.
 "Change And Perseverance: Issues And Dilemmas Of Control In Restructuring An Urban High School."
 Chair: **Dr. Susan Lytle**
SEPTEMBER 1999
 M. Jeannette Myers-Gilbert, Ed.D.
 "I'm Ready to Start: An Elementary School's Transition from a Basal to Literature-based Approach to Reading Instruction."
 Chair: **Dr. Brian Street**
OCTOBER 1999
 Karen A. Carrier, Ph.D.
 "The Learner-Interlocutor Relationship as a Factor in Second Language Listening Comprehension: A Sociolinguistic Perspective."
 Chair: **Dr. Teresa Pica**
- R. Stuart Delorme, Ph.D.
 "Mother tongue, Mother's touch: Kazakhstian Government and School Construction of Identity and Language Planning Metaphors."
 Chair: **Dr. Nancy Hornberger**
- Alice Lesnick, Ph.D.
 "Forms of Engagement: Toward a Language for the Ethical Significance of Classroom Literacy Practices."
 Chair: **Dr. Susan Lytle**
- Rita Elaine Silver, Ph.D.
 "Learning Conditions and Learning Outcomes for Second Language Acquisition: Input, Output, and Negotiation."
 Chair: **Dr. Gay N. Washburn**
- DECEMBER 1999**
 Dennis William Creedon, Ph.D.
 "Creating Constructivist Opportunities: Integrating the Arts in Education."
 Chair: **Dr. Morton Botel**
- JANUARY 2000**
 Fred Jyun-Gwang Chen, Ph.D.
 "The Role of First Language Transfer and Second Language Proficiency in the Writing of Chinese Learners of English as a Second Language."
 Chair: **Dr. Teresa Pica**
- Jill M. Gladstein, Ph.D.
 "Using Literacies to Question Identity, Culture, and Difference in the Intensive ESL Classroom."
 Chair: **Dr. Morton Botel**
- Eva S. Gold, Ph.D.
 "Community Organizing at a Neighborhood High School: Promises and Dilemmas in Building Parent-Educator Partnerships and Collaborations."
 Chair: **Dr. Vivian L. Gadsen**
- Kelly Ann Shea, Ph.D.
 "(Not Just) Passing Out: An Ethnographies Evaluation of one Small, Private, Four-Year College's Developmental English Program."
 Chair: **Dr. Morton Botel**

Michelle Yvonne Denise Szpara, Ph.D.
"Talk Among Student Teachers in an Urban High School: Questioning Dimensions
of Difference."
Chair: Dr. Rebecca Freeman

Information for Our Contributors:

The goal of *Working Papers in Educational Linguistics (WPEL)* is to present works in progress by students and professors on topics ranging from speech act analysis and classroom discourse to language planning and second language acquisition. Papers included in *WPEL* are generally based on research carried out for courses offered in the Language in Education Division of the Graduate School of Education.

It is our intention that *WPEL* will continue to be a forum for the exchange of ideas among scholars in the field of educational linguistics at the University of Pennsylvania and at universities with similar programs in educational and applied linguistics around the world. *WPEL* is sent to more than one hundred universities world-wide.

WPEL is published each Fall and Spring. The regular subscription price is US\$8.00 per issue. Academic departments and commercial publications are invited to arrange an exchange subscription by sending the editors of this journal one copy of their working papers (or similar publication) in exchange for each requested copy of *Working Papers in Educational Linguistics*.

1. Submissions to *WPEL* cannot be under consideration for publication elsewhere unless permission has been granted by the other publications. In this case, it is the author's responsibility to obtain the necessary permission and citation. We ask that any *WPEL* article published elsewhere at a later time include a reference to *WPEL*. The individual authors retain copyright privileges.

2. Submissions should follow APA guidelines and must include an abstract of no more than 125 words. The methods section of any submission must be sufficiently detailed so that it could guide the replication of a similar study. Editors make every effort possible to ensure the accuracy of all citations; however, the final responsibility for citations remains with the author of each article.

3. Articles not accepted for the current issue may be rewritten and resubmitted for a following edition. A recommendation to rewrite is not a guarantee of future publication in *WPEL*. *WPEL* is not responsible for returning articles that have been sent to our office. Please, do not send an original paper, and do not send articles on diskette until asked to do so.

4. This journal recognizes the difficulty in using gender-neutral language. However, we are committed to avoiding the clumsy he/she construction and the use of plural pronouns for the singular antecedent. Therefore, we encourage authors to find their own solutions within these guidelines. All correspondence should be addressed to:

Working Papers in Educational Linguistic
Language in Education Division A-12
Graduate School of Education
University of Pennsylvania
3700 Walnut St.
Philadelphia, PA. 19104

Telephone: 215.898.3288
Fax: 215.573.2109
Email: wpel@gse.upenn.edu Web: <http://gse.upenn.edu/wpel/index.htm>